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Spanish I: Beginning Spanish Language and Culture

Matthew Dean
Humboldt State University

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Spanish I

Beginning Spanish Language and Culture

Matthew Dean

Humboldt State University Press

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Dr. Matthew Dean grew up speaking only English. As an undergraduate, he began his exploration of Spanish, fell in love with the language and cultures, and never looked back. He began teaching Spanish at San Diego State University in 1997. Currently, he is Professor of Spanish in the Department of World Languages and Cultures at Humboldt State University. He has taught all levels of Spanish language, literature, and culture, and directed several study abroad programs. As a non-native Spanish speaker, Dr. Dean understands the struggles of the language learner. He has taught Spanish to thousands of community college and university students and invites you to start your language adventure today.

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Public Review

Spanish I: Beginning Spanish language and Culture is an excellent digitally-free alternative to the high-priced college Spanish textbook and, being an open-access textbook, it affords instructors flexibility and versatility. It offers a comprehensive introduction to the study of the Spanish language as it affords students a solid foundation by guiding them through the learning process in a non-intimidating way. The explanations of the inner-workings of the language are clear and to the point, being very evident that the author never loses sight that the intended audience are learners at a beginning level with no or very little previous experience with the language. The presentation of grammatical points and vocabulary are short, well-paced, and followed by individual practice at home and interpersonal practice in class. These activities are well thought out and effective as to consolidate knowledge and use, both of which are recycled throughout the sections and chapters as students advance.

This textbook follows the 'flipped classroom' approach. In this teaching/learning model, students gain first-exposure to new material outside of class ("Para estudiar en casa" and "Para practicar en casa" sections in the textbook) and then use class time to practice what they have learned by "using" the language to communicate with their peers ("Para practicar en clase" section in the textbook and capstone task at the end of each chapter). This approach allows for students to take more control over their learning process and the progress they are making.

The textbook structure supports the flipped classroom methodology as follows:

a. All five chapter have the same structure, with the same amount of sections, therefore students become familiar with the organization of the text and learn how to use it quickly and effectively.
b. At the beginning of every chapter the learning objectives for the whole chapter are clearly stated; then, every section is preceded by the specific learning objective(s) tackled in that section. Therefore, students know exactly what they are expected to achieve, and can gage for themselves if they have.
c. All the sections within the chapters Include pertinent and succinct introductions, preparing the student to what is going to be presented. At the same time, these introductions establish a sense of progression, linking what is coming up with what has already been learnt.

-Dr. Susan Rubio

Dr. Susana Rubio is Professor of Spanish Studies and serves as Chairperson of the Department of Languages and Cultures at Molloy College. She joined Molloy College's faculty in fall 2001. She previously taught at the University of the South in Sewanee, TN, and at the University of Richmond, VA. Prof. Rubio specializes in twentieth century literature and film. Other areas of interest include Teaching Foreign Languages Methodology, Translation, and Hispanic Cultural Studies. She holds a Ph.D. from Stony Brook University, and a *Licenciatura en Filología Hispánica* from the Universidad Complutense de Madrid, Spain.

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I would like to express my sincere appreciation to Dr. Susana Rubio, Professor of Spanish at Molloy College, for her objective and extremely detailed peer review of the manuscript. Thank you for doing such a great job.

Thank you to Kyle and Humboldt State University Press. It has been great working with you.

A special thanks to my wife, Rosalba, and my children, Nikolás and Ellena. I love you.

This book was inspired by students who took Spanish classes with me over many years, especially those who studied abroad with me in Spain (in 2016, 2018, and 2019-2020). I miss you guys.

-Dr. Matthew Dean

To Instructors and Students

Spanish I: Beginning Spanish Language and Culture was conceived to offset some of the financial burdens that community college and university students face today. This digitally-free alternative to the high-priced college Spanish textbooks contains solid explanations and varied practice of vocabulary, grammar, and culture topics. It can be adopted and used digitally without cost to the student or the instructor. This text is also available cheaply for print-on-demand through Amazon.

This textbook contains themed chapters, which are divided into 8 sections. Each section has its own set of learning objectives, and is further separated into three types of assignments, ***Para estudiar en casa*** (with detailed explanations), ***Para practicar en casa*** (homework exercises), and ***Para practicar en clase*** (paired and group classwork activities). The explanations and primary input are written to be easily comprehensible. The individual exercises are geared towards acquisition of form and function, and the communicative classwork exercises promote interpersonal exchanges between students. The digital copy includes some embedded audio files, and we are developing a website to house many more resources.

This textbook is published with specific Creative Commons Copyrights that permit the modification (remix, tweak, and build upon) of any and all parts of this text, provided that there is attribution to the author. It has already been used successfully for online and face-to-face classes. It is expected that each instructor will utilize this text to best fit their unique teaching style. This textbook is designed to be adaptable; it has an internal modular structure that allows instructors or students to easily link related topics. For example, each chapter has a section on pronunciation and those sections could be combined to create a module that would be useful for any level of Spanish. Further, instructors may elect to skip over certain materials, simply because there is more than can be effectively covered in one semester.

SPANISH I

Beginning Spanish Language and Culture

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1

En la universidad

1.1 Learning Objectives:

a. To learn about the organization of this book
b. ¡A conocernos!
c. To practice important words and phrases for class

1.2 Learning Objectives:

a. To learn to correctly pronounce the Spanish vowels
b. To learn to correctly pronounce the Spanish consonants
c. To become familiar with the Spanish alphabet and phonetics

1.3 Learning Objectives:

a. To learn expressions of greeting and leave-taking
b. To understand the appropriate uses of formal and informal etiquette
c. To learn the days of the week

1.4 Learning Objectives:

a. To learn about adjective agreement
b. To learn about the subject pronouns in Spanish
c. To learn to conjugate the verb *SER*
d. To learn about cognates

1.5 Learning Objectives:

a. To learn the numbers 0-99 in Spanish
b. To study the indefinite article (*a*, *an*, or *some*) and grammatical gender
c. To acquire vocabulary related to the university and the classroom
d. To practice using the special verb form: hay (*there is* and *there are*)

1.6 Learning Objectives:

a. To be able to express likes and dislikes with *gustar*
b. To understand the infinitive form of Spanish verbs
c. To learn some Spanish verb meanings

1.7 Learning Objectives:

a. To be able to ask what time it is and tell what time it is in Spanish
b. To be able to ask at what time something will occur and tell what time something will occur

1.8 Learning Objectives:

a. To learn about countries and cultures of the Spanish-speaking world
b. To review what you learned in 1.1 -1.8

1.1: Para estudiar en casa

1.1 Learning Objectives:
a. To learn about the organization of this book
b. ¡A conocernos!
c. To practice important words and phrases for class

Introduction:
Welcome to Beginning Spanish Language and Culture (SPAN 105) at HSU! This course is designed for the true beginner. As such, we will be covering the absolute basics of Spanish a language and culture. Today we will learn about the structure of this textbook, practice some set phrases to get you started speaking Spanish right away, and learn some important vocabulary and phrases to use throughout the semester.

1.1.a. To learn about the organization of this book

This text has been developed as an Open Educational Resource (OER) by the Spanish Program at Humboldt State University. We have identified specific goals for this course and, by following this textbook, you will successfully acquire the skills and knowledge needed to pass this course. Although individual instructors will personalize the content of each class session by choosing to substitute, modify, or eliminate certain activities, this book is designed as a day-to-day outline for the entire semester.

There are five chapters in this textbook and each chapter is separated into eight sections. The eight sections of each chapter are labeled in the following manner:

1.1 means chapter 1, section 1

Each section is divided into three parts: "For Study at Home," "For Practice at Home," and "For Practice in Class." Section headers look like this:

Para estudiar en casa

Para practicar en casa

Para practicar en clase

Before each class, students are expected to complete the homework in order to be fully prepared to participate. Homework is comprised of the first two parts (***Para estudiar en casa*** AND ***Para practicar en casa***). New content is presented in ***Para estudiar en casa*** and initial exercises are contained in ***Para practicar en casa***. Most class time will be dedicated to the exercises in ***Para practicar en clase***. Class time will be used for practice, not new content presentation.

Each section has its own set of Learning Objectives, which appear at the beginning of each part (***Para estudiar en casa, Para practicar en casa,*** and ***Para Practicar en clase***). There may be two to four Learning Objectives for each section and each one is labeled with a letter. These Learning Objectives are also listed in the Table of Contents at the beginning of the book.

In the ***Para estudiar en casa*** section, each Learning Objective will be addressed separately as new content is presented. For example, right now, you are below a heading that looks like this:

1.1.a. To learn about the organization of this book

Now that you know about the organization of this book, we will proceed to the next learning objective for 1.1.

1.1.b. *¡A conocernos!*

¡A conocernos! means "let's get to know each other." Read the following model dialog between a professor and student and try to figure out what they are saying.

MODELO:

PROFESOR:	¿Cómo te llamas?
ESTUDIANTE:	Me llamo *Mateo*.
PROFESOR:	¿Cómo estás?
ESTUDIANTE:	Estoy *bien*.
PROFESOR:	¿De dónde eres?
ESTUDIANTE:	Soy de *Nueva York*.
PROFESOR:	¿Dónde vives?
ESTUDIANTE:	Vivo en *Arcata*.

Now, replace the given answers with your own.

PROFESOR:	¿Cómo te llamas?
ESTUDIANTE:	Me llamo _____.
PROFESOR:	¿Cómo estás?
ESTUDIANTE:	Estoy _____.

PROFESOR: ¿De dónde eres?
ESTUDIANTE: Soy de _____.
PROFESOR: ¿Dónde vives?
ESTUDIANTE: Vivo en _____.

If you are talking about someone else, you would use different pronouns (he or she, instead of you and I) and the verb conjugations would also be different. Since the question and answer refer to the same person, the conjugation is the same in the question and the answer. Don't worry about the conjugations yet, just try to memorize these sentences as set phrases. Let's see the same dialog as before, but this time referring to someone else, another student named Mateo.

MODELO:

PROFESOR: ¿Cómo se llama?
ESTUDIANTE: Se llama *Mateo*.
PROFESOR: ¿Cómo está?
ESTUDIANTE: Está *bien*.
PROFESOR: ¿De dónde es?
ESTUDIANTE: Es de *Nueva York*.
PROFESOR: ¿Dónde vive?
ESTUDIANTE: Vive en *Arcata*.

Before class, you should practice these sentences in ***Para practicar in casa***, which will be after the next Learning Objective of 1.1 is presented.

1.1.c. To practice important words and phrases for class

Think about the following words in the context of the Spanish language and culture classroom. They are words and phrases that the instructor or the students might use on any given day.

Useful Classroom Expressions

Español	Inglés
Repite, por favor.	Repeat, please.
No sé.	I don't know.
¿Cómo?	What?
Sí.	Yes.
No.	No.
¿Cómo se dice: _____?	How do you say: _____?
Se me olvidó.	I forgot.
Tengo una pregunta.	I have a question.
¿Cómo se escribe _____?	How do you write/spell _____?
Escuchen, por favor.	Listen, please.

Contesta en frases completas.	Answer in complete sentences.
Libro de texto	Textbook
Cuaderno	Notebook
Escuchar	To listen
En la página...	On page...
Escribir	To write
Perdón.	Pardon me.
Levántense, por favor.	Get up, please.
Más despacio, por favor.	Slower, please.
No entiendo / comprendo	I don't understand.
Otra vez, por favor.	Again, please.
¿Puedo ir al baño?	Can I go to the bathroom?
¿Me prestas un lápiz (una pluma)?	Would you lend me a pencil (pen)?
¿Puedo hablar en inglés?	Can I speak in English?
Abran el libro, por favor.	Open the book, please.
Presten atención, por favor.	Pay attention, please.
Levanten la mano.	Raise your hand.
Tarea	Homework
Contestar	To answer
Trabajen en grupos (parejas).	Work in groups (pairs).
Silencio, por favor.	Silence, please.
En la pizarra	On the board
Saquen los libros.	Take out your books.
Siéntense, por favor.	Sit down, please.

You should now proceed to ***Para practicar en casa*** to practice all the Learning Objectives of 1.1.

1.1: Para practicar en casa

1.1 Learning Objectives:
a. To learn about the organization of this book
b. ¡A conocernos!
c. To practice important words and phrases for class

A. Sections and Parts of the chapters
Answer the following questions.

1. How many sections are in each chapter? _____
2. How many parts are in each section? _____
3. What are the names of the parts of each section? _____

_____

4. What is listed at the beginning of each section? _____
5. What parts make up the homework? _____

B. Personal information
Answer the questions in complete sentences. Write the answers in the space provided.

1. ¿Cómo te llamas? _____
2. ¿Cómo estás? _____
3. ¿De dónde eres? _____
4. ¿Dónde vives? _____

C. Your Best Friend (tu mejor amigo)
Answer the questions about your best friend in complete sentences. Write the answers in the space provided.

1. ¿Cómo se llama tu mejor amigo? _____
2. ¿Cómo está? _____
3. ¿De dónde es? _____
4. ¿Dónde vive? _____

D. Who Says That?
Write "*profesor*", "*estudiante*", or "*ambos*" (both) to indicate who would probably say the following words and phrases in class.

1. Levántense, por favor. _____
2. Siéntense, por favor. _____
3. No entiendo. _____
4. Contesta en frases completas. _____
5. No sé. _____
6. Trabajen en parejas. _____
7. ¿Cómo se dice: *house*? _____
8. No entiendo. _____
9. Presten atención, por favor. _____
10. ¿Puedo ir al baño? _____

E. What Would You Say?
Using the words and phrases presented, what would you say in the following situations? If more than one answer is acceptable, write all appropriate answers.

1. The instructor is speaking too fast. _____
2. You didn't hear what was said. _____
3. You want to know how to say "textbook". _____
4. You need to write something, but don't have a pen. _____
5. A classmate keeps talking when they shouldn't. _____

You have now completed the homework for 1.1. The next section will be completed in class.

1.1: Para practicar en clase

1.1 Learning Objectives:
a. To learn about the organization of this book
b. ¡A conocernos!
c. To practice important words and phrases for class

A. Interviews (entrevistas)
Ask several classmates the following questions. Answer verbally.

1. ¿Cómo te llamas?
2. ¿Cómo se llama tu mejor amigo?
3. ¿Cómo estás?
4. ¿Cómo está tu mejor amigo?
5. ¿De dónde eres?
6. ¿De dónde es tu mejor amigo?
7. ¿Dónde vives?
8. ¿Dónde vive tu mejor amigo?

B. ¡A presentarnos!
Using the information from the previous exercise, present one of your classmates to the rest of the class. Follow the model below.

MODELO:
Se llama *Lynn*. Está *bien*. Es de *San Diego*. Vive en *Eureka*.

C. Who Says That?
Group the useful words and expressions into the following categories. Write the words and expressions in the columns below according to who might say them in class.

Profesor	Estudiante	Ambos

D. What Would You Say?
Take turns asking a classmate what you would say in the following situations. If more than one answer is acceptable, say all possibilities. You and your partner should take turns making up situations for the last four responses.

1. You want to know how to spell "notebook".

2. You need to explain an idea, but can't do it in Spanish.

3. You didn't hear what was just said.

4. You bumped into someone.

5. You need to borrow a pencil.

6. You want to ask a question.

7. ?

8. ?

9. ?

10. ?

E. Repaso (Review)
Make sure that you understand and can do the following:

1. Do you understand the organization of this book?
2. Do you know some useful classroom expressions (or at least where to find them)?
3. Can you answer the following questions:
    a. ¿Cómo te llamas?
    b. ¿Cómo estás?
    c. ¿De dónde eres?
    d. ¿Dónde vives?

Tarea (homework):
Complete *1.2 Para estudiar en casa* and *1.2 Para practicar en casa.*

1.2: Para estudiar en casa

1.2 Learning Objectives:
a. To learn to correctly pronounce the Spanish vowels
b. To learn to correctly pronounce the Spanish consonants
c. To become familiar with the Spanish alphabet and phonetics

Introduction:
Pronunciation is the foundation of spoken language. Mastering pronunciation is essential to building confidence in oral communication. It is very important to practice and master each of the sounds and master their uses. If you cannot pronounce the words correctly, you will not be correctly understood. If you can pronounce the words correctly, you will be able to understand better when you hear them too.

1.2.a. To learn to correctly pronounce the Spanish vowels

In English, many letters represent several sounds. Sometimes this depends on regional dialects. Sometimes it depends on the other letters in the word. Vowels, for example, may have up to five sounds. In general, this is not the case in Spanish.

In Spanish, phonetics (sounds) is much simpler. There are five vowels: a e i o u (like English, sometimes y). Each vowel has only one sound associated with it. Sometimes vowels have a written accent above them (á é í ó ú). The written accent does not change the pronunciation of the vowel; the written accent only tells us which syllable to stress in the word.

The *name of the vowel* is pronounced the same and written the same as the *vowel* itself.

Vowel	Name of Vowel
a	a
e	e
i	i
o	o
u	u

Listen to the vowel sounds in this audio file.

a	e	i	o	u
a	e	i	o	u
a	la	casa	lápiz	a
e	le	estoy	élite	e

i	di	dice	ítem	i
o	lo	mono	ópera	o
u	tu	una	túnel	u
a	e	i	o	u
a	e	i	o	u

1.2.b. To learn to correctly pronounce the Spanish consonants

The pronunciation of Spanish consonants is much simpler than the pronunciation of English consonants. Except for dialectical differences, very few letters have more than one sound*. Most Spanish consonants sound very similar to English.

Here is a summary of consonants that are challenging or need special attention from native English speakers. Listen to the challenging consonant sounds in this audio file.

Letter	pay special attention to:	Examples
b	has the same sound as the *v*	*tubo / tuvo*
c	sounds like an English *k* in front of the vowels: *a o u*	*ca co cu (que, qui)*
c	sounds like an English *s* in front of the vowels: *e i.* See the footnote*	*ce ci*
d	sound is produced closer to the front of the mouth almost like the English *th*	*todo /días*
g	sounds like an English *g* in front of the vowels: *a o u*	*ga go gu (gue, gui)*
g	sounds like an English *h* in front of the vowels: *e i*	*ge gi*
h	is never pronounced	*hola* sounds like *ola*
j	sounds like an English *h*	*jamón / Javier*
k	most words with *k* are from other languages	*kiosko / kiwi*
ll	not a letter, but sounds like an English *y*	*ella / valle*
ñ	sounds like English *ny*	*cañón*
r	is rolled when it's the first letter of a word or when there are two in a row	*Roberto / carro*
t	does not have the trill as in English *tree*, almost sounds like an English *d*	*todo / tu*
v	has the same sound as the *b*	*tubo / tuvo*
x	sounds like an English *x* but sometimes like an English *h*	*excelente / México*
y	sounds like an English *y* as in *yolk*	*yo / hoyo*
z	mostly pronounced as an English *s*. See the footnote*	*zapato / cabeza*

*An example of dialectical differences is the letter *z* in some parts of Spain and most of the rest of the Spanish speaking world and the other parts of Spain. In parts of Spain, the letter *z* is pronounced as the *th* in English, but in most of the rest of the Spanish-speaking world it is pronounced as an English *s*. Another example is the letter *c*. In parts of Spain, when the letter *c* is in front of an *e* or *i*, it is pronounced the same as the *z* as described above (like *th* in English in parts of Spain, but like an *s* in most of the rest of the Spanish-speaking world).

1.2.c. To become familiar with the Spanish alphabet and phonetics

Now that you know the vowel sounds and the consonants that require special attention, here is the entire alphabet with the letter names and examples.

Letter	Letter Name	Examples
a	a	antes / adelante
b	be	benevolente / boca
c	ce	canción / excelente
d	de	durante / dinero
e	e	elefante / elegante
f	efe	fantasía / frente
g	ge	grande / geneología
h	hache	hay / hola
i	i	itinerario
j	jota	Jaime / Jorge
k	ka	kilo / kilómetro
l	ele	lección / elemental
m	eme	material / emoción
n	ene	nacional / nada
ñ	eñe	cañón / niño
o	o	otoño / octubre
p	pe	pequeño / poco
q	qu	que /quien
r	ere	caro / carro
s	ese	segundo / sección
t	te	tiempo / todo
u	u	útil / usar
v	uve (*v* de vaca / *v* chica)	voluntario / vacaciones
w	doble uve	Washington
x	equis	México / conexión
y	i griega	yo / cayó
z	zeta	zebra /zero

1.2: Para practicar en casa

1.2 Learning Objectives:
a. To learn to correctly pronounce the Spanish vowels
b. To learn to correctly pronounce the Spanish consonants
c. To become familiar with the Spanish alphabet and phonetics

A. Las vocales
1. Listen to the audio file in *1.2.a Para Estudiar en Casa*.
2. Practice the five vowel sounds until you have mastered them. Be sure to say them out loud.

B. Las consonantes
1. Listen to the audio file in "Para Estudiar en Casa" of 1.2.
2. Practice the challenging consonant sounds until you have mastered them. Be sure to say them out loud.

C. El deletreo (Spelling)
1. Read the following examples to figure out what the questions and answers mean.

Profesora	**Estudiante**
¿Cómo se escribe tu nombre?	Se escribe M - A - T - E - O.
¿Cómo se escribe el nombre de tu mejor amigo (your best friend)?	Se escribe R - O - B - E - R - T - O.
¿Cómo se escribe el nombre de tu madre?	Se escribe M - A - R - Í - A.
¿Cómo se escribe el nombre del Presidente?	Se escribe T - R - U - M - P.

2. Now answer the following questions (say the answers out loud).

1. ¿Cómo se escribe tu nombre?
2. ¿Cómo se escribe el nombre de la universidad?
3. ¿Cómo se escribe el nombre de tu madre?
4. ¿Cómo se escribe el nombre de tu padre?
5. ¿Cómo se escribe el nombre de tu mejor amigo?

1.2: Para practicar en clase

1.2 Learning Objectives:
a. To learn to correctly pronounce the Spanish vowels
b. To learn to correctly pronounce the Spanish consonants
c. To become familiar with the Spanish alphabet and phonetics

A. Entrevista
Ask a classmate the following questions and write down the answers in complete sentences.

1. ¿Cómo se escribe tu nombre?

_____

2. ¿Cómo se escribe el nombre de la universidad?

_____

3. ¿Cómo se escribe el nombre de tu madre?

_____

4. ¿Cómo se escribe el nombre de tu padre?

_____

5. ¿Cómo se escribe el nombre de tu mejor amigo?

_____

B. Las vocales
Practice pronouncing the vowels with a classmate. Take turns with a classmate, carefully pronouncing the following words with special attention to the vowel sounds.

cuaderno	*entiendo*	*levanten*
silencio	*pizarra*	*despacio*
página	*texto*	*contesta*
cómo	*pregunta*	*favor*

C. Las consonantes
Practice pronouncing the consonants with a classmate. Take turns with a classmate, carefully pronouncing the following words with special attention to the sounds of the consonants.

cafetería	*ventana*	*bibliotecaria*
francés	*computadora*	*psicología*
bolígrafo	*biología*	*gimnasio*
silencio	*silla*	*literatura*
baño	*salón*	*español*

D. Dictado

a. Write down 5 random words.
b. Spell the words as a dictation for a classmate to write down.
c. Now switch roles.

E. Reciclaje (Recycle)

Ask and answer the following questions with a classmate.

¿Cómo te llamas?	¿Cómo se escribe tu nombre?
¿De dónde eres?	¿Cómo estás?
¿Dónde vives?	¿Cómo se escribe "Argentina"?

F. Repaso (Review)

Make sure that you understand and can do the following:

1. Do you know the Spanish alphabet?
2. Can you correctly pronounce the Spanish vowels?
3. Can you correctly pronounce the Spanish consonants?
4. Can you answer the following questions:
    a. ¿Cómo se escribe tu nombre?
    b. ¿Cómo se escribe "California?"

Tarea (homework):

Complete *1.3 Para Estudiar en Casa* and *1.3 Para Practicar en Casa*.

1.3: Para estudiar en casa

1.3 Learning Objectives:
a. To learn expressions of greeting and leave-taking
b. To understand the appropriate uses of formal and informal etiquette
c. To learn the days of the week

Introduction:
Greetings and leave-takings (saying good-bye) are important every day occurrences. Therefore it is very important to become familiar with the many ways in which we greet each other and say good-bye. Many times, we greet each other with questions like: "What's up?" or "How's it goin'?" Often, we are not expecting an answer to these questions; they function as a simple "hello." Every time we speak to someone, we choose a level of formality (we speak differently with different people). This includes the words we choose and even the way that we pronounce them. Lastly, we will learn the days of the week.

1.3.a. To learn expressions of greeting and leave-taking

The following are common expressions of greetings and leave takings, along with some possible responses. Many of them are interchangeable. Study them and think about when and where you might use them. Practice saying them out loud.

Greetings:

Español	Inglés
Hola.	Hello.
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening / night.
¿Qué tal?	How are things?
¿Cómo estás?	How are you?
¿Y tú?	And you?

Leave-takings:

Español	Inglés
Adiós.	Goodbye.
Hasta mañana.	Until tomorrow.
Hasta el lunes/martes/etc.	Until Monday/Tuesday/etc.

Hasta luego.	See you later.
Nos vemos.	See you.
Chao.	Chao.
Buenas noches.	Good night.
Hasta pronto.	See you soon.

Meeting someone for the first time:

Español	Inglés
Me llamo *NOMBRE*.	My name is *NAME*.
Soy *NOMBRE*.	I'm *NAME*.
Mucho gusto.	(A) Pleasure.
Encantado (encantada)	Charmed (Charmed - when female)
Igualmente.	Likewise.
Te presento a *NOMBRE*.	This is *NAME*. (to someone - informal)
Le presento a *NOMBRE*.	This is *NAME*. (to someone - formal)
Les presento a *NOMBRE*.	This is *NAME*. (to several people)

MODELO:

ELIZABETH*: Hola.*
ROBERTO: *Buenos días.*
ELIZABETH*: ¿Cómo te llamas?*
ROBERTO: *Me llamo Roberto. ¿Y tú?*
ELIZABETH*: Me llamo Elizabeth. Mucho gusto.*
ROBERTO: *Encantado. Te presento a mi amigo Alejandro.*
ELIZABETH*: Hola. Encantada.*
ALEJANDRO: *Hola. Igualmente.*
ELIZABETH*: Hasta luego.*
ROBERTO: *Nos vemos.*
ALEJANDRO: *Adiós.*

Cultural note: In the Spanish-speaking world, it is very common to give hugs and kisses with greetings and leave-takings.

1.3.b. To understand the appropriate uses of formal and informal etiquette

In English, the subject pronoun "you" may be used as a singular "How are you?" (referring to one person) or it may be plural "How are you?" (referring to more than one person). In Spanish, there are different forms for singular and plural. In addition, there are different forms that indicate formality. The verb ESTAR means TO BE, so "how are you?" can have the several forms depending on the subject. Study the following chart and try to understand the differences.

Spanish	English	Context	How are you?
tú	you	informal (singular) with friends and peers	*¿Cómo estás?*
usted (Ud.)	you	formal (singular) used to show respect	*¿Cómo está?*
vosotros/as	you	informal & formal (plural of tú) used only in Spain	*¿Cómo estáis?*
ustedes	you	informal & formal (plural of usted) only Latin America	*¿Cómo están?*

Cultural Note: In some parts of the Spanish-speaking world, there are other pronouns to express "you", but this chart contains the most common.

When you meet people for the first time, it is best to use the formal expressions. If the situation calls for a more informal tone, someone will suggest that you "tutear." In Latin America it is more important to maintain formality, but in Spain, it is more common to be informal more quickly.

MODELO:

SEÑOR AMARO: *Hola chicos, ¿Cómo estáis?*
UNO NIÑO: *Muy bien. ¿Cómo está usted?*
SEÑOR AMARO: *Fenomenal.*

Note:
In the example above, Señor Amaro greets several children informally in Spain (using *vosotros*) and one of the children responds formally (using *usted*).

MODELO:

UN NIÑO: *Hola chicos, ¿Cómo están?*
UNA NIÑA: *Muy bien. ¿Cómo estás tú?*
UN NIÑO: *Bien.*

Note:
In the example above, one child greets several children informally in Latin America (using *ustedes*) and one of the children responds informally (using *tú*).

For more models of formal and informal greetings and leave takings, please watch this video.

1.3.c. To learn the days of the week

The days of the week are very useful and common vocabulary items. Study the days of the week.

Los días de la semana	The Days of the Week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Note:
The days of the week are not capitalized in Spanish. Of course, if it is the first word of a sentence, it would be capitalized.

Miércoles and *sábado* both have tildes.

As in English, weeks are usually divided into the workdays (*los días de entresemana*) and the weekends (*los días de los fines de semana*).

Español	Inglés
Hoy es lunes**.**	Today is Monday.
La clase de español es los lunes, martes, miércoles, y jueves.	Spanish class is on Mondays, Tuesdays, Wednesdays, and Thursdays.
No hay clase el fin de semana.	There is no class on the weekend.
Mañana es viernes.	Tomorrow is Friday.
Nos vemos el lunes.	See you on Monday.

MODELO:

¿Qué día es hoy?
Hoy es miércoles.
¿Qué día es mañana?
Mañana es jueves.
¿Qué días de la semana hay clase de biología?
La clase de biología es los lunes, miércoles y viernes.
¿Hay clase el sábado?
No, no hay clase el sábado.
¿Nos vemos el viernes?
Sí, nos vemos el viernes.

1.3: Para practicar en casa

1.3 Learning Objectives:
a. To learn expressions of greeting and leave-taking
b. To understand the appropriate uses of formal and informal etiquette
c. To learn the days of the week

A. Saludos

Write at least two ways to respond to the following phrases.

MODELO:
Hasta mañana. ~~Adiós.~~ ~~Hasta mañana.~~

1. Buenos días.	_____	_____
2. Hasta luego.	_____	_____
3. Chao.	_____	_____
4. ¿Qué tal?	_____	_____
5. Hola.	_____	_____

B. Dialog (Diálogo)

Write a dialog between you and another student that you have not previously me. Greet him or her, ask their name, tell them your name, and ask what days they have class. Say good bye.

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

YO: _____

_____

C. Presentaciones
Using complete sentences, how would you introduce the following people? Be careful with "to whom" you are presenting (*te, le, les*).

MODELO:
Introduce Bob to a friend. Te presento a Bob.

1. Introduce "Roberto" to a group of peers.

2. Introduce "Ana" to your best friend.

3. Introduce "Jorge" to your classmates.

4. Introduce your best friend to your professor.

5. Introduce your professor to your best friend.

D. Tú, usted, vosotros o ustedes
Think about the following situations. Which pronoun would you likely use in each context?

1. You meet an older person for the first time.
2. You meet someone younger than you for the first time.
3. You meet an important executive of the company that you work for.
4. You are talking to your best friend.
5. You are talking to a group of peers in Spain.
6. You are talking to a group of peers in Latin America.
7. You are talking to a senior citizen that you just met.
8. You are talking to your professor.
9. You are talking to one of your classmates.
10. You are talking to your classmates.

E. A Different "You"
Write the different meanings for the following pronouns and at least one original context in which you could appropriately use each pronoun.

Pronoun	Meanings	Original Context
tú		
ustedes		
vosotros/as		
usted		

F. ¿Cómo estás? ¿Cómo estáis? Cómo está? Cómo están?
Write the appropriate way to ask "how are you" in Spanish according to the context.

Context	How are you?
your best friend	
the President of the University	
your little sister	
you friend's grandfather	
your two best friends in Spain	
your two best friends in Latin America	

G. ¿Qué día es hoy?
Practice writing the days of the week.

1. Los días de entresemana son _____
2. Los días del fin de semana son _____
3. ¿Qué día es hoy? _____
4. ¿Qué día es mañana? _____

H. ¿Qué día es?
Answer the following questions according to the calendar below.

ENERO DE 2021

DOMINGO	LUNES	MARTES	MIÉRCOLES	JUEVES	VIERNES	SÁBADO
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

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MODELO:
¿Qué día es el 28 de enero de 2021? Es jueves.

1. ¿Qué día es el 24 de enero de 2021? _____
2. ¿Qué día es el 8 de enero de 2021? _____
3. ¿Qué día es el 17 de enero de 2021? _____
4. ¿Qué día es el 13 de enero de 2021? _____
5. ¿Qué día es el 4 de enero de 2021? _____

1.3: Para practicar en clase

1.3 Learning Objectives:
a. To learn expressions of greeting and leave-taking
b. To understand the appropriate uses of formal and informal etiquette
c. To learn the days of the week

A. Entrevista
Converse with a classmate and be sure to include the following:

- greet them and ask what their name is
- ask how they are and where they are from
- ask where they live and how to spell the name of the town or city
- take your leave

MODELO:

ESTUDIANTE A: Buenos días.
ESTUDIANTE B: Hola.
ESTUDIANTE A: ¿Cómo te llamas?
ESTUDIANTE B: Me llamo Beth. ¿Y tú?
ESTUDIANTE A: Me llamo John.
ESTUDIANTE B: ¿Cómo estás?
ESTUDIANTE A: Bien. ¿Y tú?
ESTUDIANTE B: Estoy bien. ¿De dónde eres?
ESTUDIANTE A: Soy de Naperville. ¿De dónde eres?
ESTUDIANTE B: Soy de Riverside. ¿Cómo se escribe Naperville.
ESTUDIANTE A: Se escribe N-A-P-E-R-V-I-L-L-E. ¿Y Riverside?
ESTUDIANTE B: Se escribe R-I-V-E-R-S-I-D-E. ¿Dónde vives?
ESTUDIANTE A: Vivo en Eureka. ¿Y tú?
ESTUDIANTE B: Vivo en Arcata.
ESTUDIANTE A: Hasta pronto.
ESTUDIANTE B: Hasta luego.

Now, introduce that person to another classmate. When you are introduced, repeat the above instructions with your new partner.

B. Tú, usted, vosotros, vosotras, o ustedes
Discuss with a classmate the following situations. Which pronoun would you use and why?

1. You meet your friend's mother.
2. You are talking to your former high school teacher.

3. You are talking to one of your friend's friends.
4. You meet a young child.
5. You are talking to the Chair of a Department at HSU.
6. You meet the Dean of the College at HSU.

C. Los días de la semana
With a partner, take turns telling the days of the week. While taking turns, how fast can you cycle through all of them without making a mistake.

D. Reciclaje
Ask and answer the following questions with a classmate. Try speaking to someone you have not worked with yet.

1. ¿Qué tal?
2. ¿Cómo te llamas?
3. ¿Cómo se escribe tu nombre?
4. ¿De dónde eres?
5. ¿Dónde vives?
6. ¿Cómo se llama tu mejor amigo?
7. Present this person to another classmate.
8. Say good-bye to them.

E. Repaso
Make sure that you understand and can do the following:

1. Can you greet people appropriately in Spanish?
2. Can you say respond appropriately to different ways of saying goodbye?
3. Do you understand the different ways of saying "you" in Spanish and in what contexts they are appropriate?
4. Can you present someone to someone else?
5. Can you respond appropriately to the following?
    a. ¿Qué tal?
    b. Nos vemos.
    c. Mucho gusto.

Tarea (homework):
Complete *1.4: Para Estudiar en Casa* and *1.4: Para Practicar en Casa*.

1.4: Para estudiar en casa

1.4 Learning Objectives:
a. To learn about adjective agreement
b. To learn about the subject pronouns in Spanish
c. To learn to conjugate the verb *SER*
d. To learn about cognates

Introduction:
Today we will learn how to describe people and things. To do this, we will work with adjectives. In Spanish, the adjective has to agree in gender and number with the noun that it modifies. We will learn the subject pronouns used to conjugate verbs in Spanish. We will conjugate the verb *SER*, which means "to be" in English. We will use the many words that you already know in Spanish, because Spanish and English have many cognates. Cognates are words that look and sound similar in two or more languages. For example, the English word "university" is similar to the Spanish word "universidad"; they sound similar and refer to the same thing.

1.4.a. To learn about adjective agreement

In Spanish, adjectives must agree **with the noun** in gender (masculine and feminine) and number (singular and plural). Notice how, in the chart below, the English adjective is the same for all subjects, but it is different in Spanish. The differences reflect the gender and number of the nouns they modify.

English Sentence	Spanish Sentence
He is active.	Él es activo.
She is active.	Ella es activa.
They are active. (referring to males)	Ellos son activos.
They are active. (referring to females)	Ellas son activas.

In Spanish, most adjectives have four forms:

Gender/Number	Singular	Plural
Masculine	activo	activos
Feminine	activa	activas

Here are some examples:
Él es activo.
Ella es activa.
Ellas son activas.
Ellos son activos.

Normally, we use the masculine singular form as the generic or neutral form, so, to refer to an adjective in general, it ends in an *-o* (i.e. *activo*).

Predicting gender of nouns based on the final letters of the word is not always possible. However, here are some high probability indicators:

Masculine endings	-o	taco
Feminine endings	-a, -ión, -tad, dad	casa, educación, libertad, universidad

Some adjectives do not reflect gender. They do not end in an -o, rather an -e (i.e. inteligente) or a consonant (peculiar). Since the masculine and feminine forms are the same, they only have two forms: singular and plural.

Gender/Number	Singular	Plural
Masculine	inteligente	inteligentes
Feminine	inteligente	inteligentes

To pluralize a word that ends in a consonant, we usually add "es".

Gender/Number	Singular	Plural
Masculine	peculiar	peculiares
Feminine	peculiar	peculiares

Here are examples of these types of adjectives:

Ella es inteligente.
Él es inteligente.
Vosotras sois inteligentes.
Ellos son inteligentes.

1.4.b. To learn about the subject pronouns in Spanish

To conjugate a verb, we have always have a subject in English. The subject determines the form (conjugation) of the verb. Below is a chart showing the English subject pronouns and their Spanish counterparts.

English Subject Pronoun	Spanish Subject Pronoun
I	*yo*
you	*tú or usted**
he	*él*
she	*ella*
we	*nosotros/as*
you (plural)	*vosotros/as (Spain)* or *ustedes**
they	*ellos or ellas*

*Refer to Section 1.3.b to review the differences between the various uses of the subject pronoun "you."

Note:
Notice how the first five pronouns are singular and the rest are plural. Also notice that there are masculine and feminine versions of "él/ella, nosotros/nosotras, vosotros/vosotras, and ellos/ellas." In Spanish, it is common to use the masculine form whenever there is at least one male in the group. A group of males would be *nosotros*, *vosotros*, or *ellos*; a group of females would be *nosotras, vosotras,* or *ellas*; and a mixed group would be *nosotros* , *vosotros,* or *ellos*.

Cultural Note:
In some places, you may see a gender-neutral version for the mixed group using the @ symbol, as in: *nosotr@s* or *ell@s*. This can also be reflected in adjectives, as in: latin@s. In English, we do the same, but use an X, as in Latinx for Latino or Latina.

1.4.c. To learn to conjugate the verb *SER*

To conjugate a verb, we almost always have employ a subject pronoun in English. The subject determines the form (conjugation) of the verb. Below is the English conjugation of the verb "to be."

English Subject Pronoun	English Verb Conjugation
I	am
you	are
he	is
she	is
we	are
you (pl.)	are
they	are

Here is the equivalent conjugation in Spanish.

Spanish Subject Pronoun	Spanish Verb Conjugation
yo	*soy*
tú	*eres*
él	*es*
ella	*es*
usted	*es*
nosotros or *nosotras*	*somos*
vosotros or *vosotras*	*sois*
ellos or *ellas*	*son*
ustedes	*son*

In Spanish, we are not always required to specifically state the subject pronoun, because the verb conjugation includes that information. For example, "Soy" means "I am." It cannot

refer to any other subject, so it is unnecessary to say "yo". In fact, "yo soy" would be more like saying "I, I am," emphasizing or over-emphasizing the word "I." Occasionally we want to emphasize the subject, like when we are making a comparison. For example, "she isn't, but I am." Here it would be appropriate to say "yo soy." However, most of the time we would not state that particular subject. The following subject pronouns are usually omitted unless we want to emphasize them: *yo, tú, nosotros/nosotras,* and *vosotros, vosotras*. When the subject has been established in the conversation and it is obvious to whom we are referring, ANY subject pronoun can be omitted.

1.4.d. To learn about cognates

Cognates are words that refer to the same thing, and look and sound similar in two or more languages. Nouns, verbs, adjectives, and adverbs can be cognates. This means that you already know many, many words in Spanish (even if you don't realize it yet). You can find many websites that list common Spanish/English cognates.

Today we will focus on adjectives and how we can use them with the verb *SER*. SER refers to characteristics of people, so if we ask "¿Cómo es la profesora?" we want to know what kind of a person she is.

Below is a list of Spanish cognate adjectives. You should be able to guess the meaning of all of them. Look up any words that you cannot understand.

Spanish Adjective Cognates

activo	extrovertido	independiente	perfecto
ambicioso	famoso	inteligente	positivo
arrogante	fantástico	interesante	puntual
artístico	flexible	intolerante	religioso
atractivo	generoso	introvertido	reservado
brillante	honesto	liberal	responsable
curioso	horrible	misterioso	romántico
cruel	ideal	modesto	serio
deshonesto	ignorante	muscular	sincero
eficiente	impaciente	negativo	tímido
elegante	importante	organizado	tolerante
emocional	imposible	paciente	terrible
excelente	impulsivo	peculiar	valiente

Be sure to make these adjectives agree with the nouns (or subject pronouns) they modify.

¿Cómo es ella?	Es paciente y atractiva.	(feminine singular)
¿Cómo es él?	Es romántico y modesto	(masculine singular)
¿Cómo son ellos?	Son valientes y sinceros	(masculine plural)
¿Cómo sois vosotras?	Somos elegantes y honestas.	(feminine plural)
¿Cómo eres tú?	_____	(? singular)

1.4: Para practicar en casa

1.4 Learning Objectives:
a. To learn about adjective agreement
b. To learn about the subject pronouns in Spanish
c. To learn to conjugate the verb *SER*
d. To learn about cognates

A. Which Subject Pronoun?
Tell which subject pronoun you should use in the following contexts. Mixed group means a mixture of males and females.

MODELO:
You are talking *about* your mother — ella
You are talking *to* you mother — tú or usted (depends on formality)

1. You are talking to a mixed group of your peers _____
2. You are talking about a group of your peers (all male) _____
3. You are talking to a group of female peers _____
4. You are talking to your best friend _____
5. You are talking about your best friend _____
6. You are talking about your parents _____
7. You are talking to your professor _____
8. You are talking to a mixed group of professors _____
9. You are talking about a mixed group of professors _____
10. You are talking about a group of female professors _____

B. Conjugate *Ser*
Provide the conjugation for each subject given. Study the conjugation, then, try to complete this without looking. Then, check your work.

MODELO:
ustedes — son

1. vosotras _____
2. ellas _____
3. Roberto _____
4. María y Natalia _____
5. ellos _____
6. tú _____
7. ustedes _____
8. nosotros _____

9. él y yo _____
10. yo _____

C. Adjective Agreement
Make the given adjective agree with the nouns.

MODELO:
ellas/impulsivo impulsivas

1. vosotros/paciente _____
2. nosotras/famoso _____
3. ellos/muscular _____
4. ella/cruel _____
5. él y ella/generoso _____
6. ellas/tímido _____
7. él y yo/emocional _____
8. Cristina/romántico _____
9. Manuel/puntual _____
10. él/organizado _____

D. ¿Cómo es usted?
Using the conjugations of the verb *SER* and the adjective congnates, answer the following questions in complete sentences. Try to use two adjectives for each answer and be sure to check the agreement of the adjectives.

MODELO:
¿Cómo es tu mamá? Es paciente y perfecta.

1. ¿Cómo es usted? _____
2. ¿Cómo es el Presidente? _____
3. ¿Cómo es tu mejor amigo o amiga (best friend)? _____
4. ¿Cómo es Brad Pitt? _____
5. ¿Cómo es Taylor Swift? _____
6. ¿Cómo son tus padres? _____
7. ¿Cómo es tu familia? _____
8. ¿Cómo sois vosotros (you and your family)? _____
9. ¿Cómo son tus profesores? _____
10. ¿Cómo eres tú? _____

1.4: Para practicar en clase

1.4 Learning Objectives:
a. To learn about adjective agreement
b. To learn about the subject pronouns in Spanish
c. To learn to conjugate the verb *SER*
d. To learn about cognates

A. Entrevista
Converse with a classmate, ask and answer the following questions.

1. ¿Cómo eres?
2. ¿Cómo es tu mejor amigo?
3. ¿Cómo son tus profesores?
4. ¿Cómo es Jennifer Lawrence?
5. ¿Cómo son tus padres?
6. ¿Cómo es tu familia?
7. ¿Cómo son tus amigos y tú?
8. ¿De dónde eres?

B. Adjective Agreement
Take turns with a classmate giving each other nouns and adjectives to make complete sentences. Mix and match the nouns and adjectives and see how fast you can make the sentences. Pay special attention to the conjugation of ser and the agreement of the adjectives. Use other nouns and adjectives that are not on the list.

MODELO:
ella / rico "Ella es rica"

Nouns	**Adjectives**
ellos	fantástico
ellas	liberal
nosotros	serio
vosotros	tolerante
nosotras	curioso
vosotras	eficiente
él	activo
ella	impulsivo
él y ella	elegante
usted	reservado
ustedes	excelente

C. Las personas famosas
Referencing famous people, answer the following questions, taking turns with a classmate. Be sure to check the adjective agreement.

MODELO:
¿Quién es atractivo? Jennifer Lawrence es atractiva.

1. ¿Quién es talentoso? _____
2. ¿Quién es horrible? _____
3. ¿Quién es modesto? _____
4. ¿Quién es romántico? _____
5. ¿Quién es religioso? _____
6. ¿Quién es muscular? _____
7. ¿Quién es arrogante? _____
8. ¿Quién es generoso? _____
9. ¿Quién es honesto? _____
10. ¿Quién es flexible? _____

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand and know all the subject pronouns in Spanish?
2. Can you conjugate the verb *SER*?
3. Do you understand how adjectives agree with nouns?
4. Do you understand the concept of cognates and can you give several examples of them?
5. Can you answer the following questions:
    a. ¿Cómo eres?
    b. ¿Cómo son tus amigos?
    c. ¿Quién es ambicioso?
    d. ¿Cómo es tu familia?

Tarea (homework):
Complete *1.5 Para Estudiar en Casa* and *1.5 Para Practicar en Casa*.

1.5: Para estudiar en casa

1.5 Learning Objectives:
a. To learn the numbers 0-99 in Spanish
b. To study the indefinite article (*a*, *an*, or *some*) and grammatical gender
c. To acquire vocabulary related to the university and the definite article
d. To practice using the special verb form: hay (*there is* and *there are*)

Introduction:
Today we will study numbers and university related vocabulary. In order to practice these topics, we will also work on the indefinite article and a special verb form: *hay*. Numbers in Spanish are relatively easy and the indefinite article works like an adjective (see Section 1.4.c) in that it reflects gender and number. *Hay* is a special verb form for both singular and plural that is very useful and common.

1.5.a. To learn the numbers 0-99 in Spanish

To count in Spanish, use the following:

cero	diez	veinte	treinta	cuarenta	cincuenta
uno	once	veintiuno **or** veinte y uno	treinta y uno	cuarenta y uno	
dos	doce	veintidós **or** veinte y dos	treinta y dos	cuarenta y dos	sesenta
tres	trece	veintitrés **or** veinte y tres	treinta y tres	cuarenta y tres	
cuatro	catorce	veinticuatro **or** veinte y cuatro	treinta y cuatro	cuarenta y cuatro	setenta
cinco	quince	veinticinco **or** veinte y cinco	treinta y cinco	cuarenta y cinco	
seis	dieciséis **or** diez y seis	veintiséis **or** veinte y seis	treinta y seis	cuarenta y seis	ochenta
siete	diecisiete **or** diez y siete	veintisiete **or** veinte y siete	treinta y siete	cuarenta y siete	
ocho	dieciocho **or** diez y ocho	veintiocho **or** veinte y ocho	treinta y ocho	cuarenta y ocho	noventa
nueve	diecinueve **or** diez y nueve	veintinueve **or** veinte y nueve	treinta y nueve	cuarenta y nueve	

As you can see, numbers 16-19 and 21-29 have two forms. It is recommended that you use one or the other. Note that the combined forms may require written accents and the other (non-combined) forms are similar to the rest of the numbers (31-39, 41-49, etc.). Both forms are correct.

1.5. b. To study the indefinite article (*a*, *an*, or *some*) and grammatical gender

When we refer to non-specific nouns in English, we use what is called the "indefinite article." Non-specific is when we say things like: "a book" or "some pens." This works the same way in Spanish, although not always word for word. In Spanish, the indefinite article works like an adjective; therefore, it has to agree in gender and number. In Spanish, all nouns have gender; this is considered grammatical gender, not biological gender. This can be confusing, but all nouns are either masculine or feminine. Here is the indefinite article in Spanish.

Gender/Number	singular	plural
masculine	un	unos
feminine	una	unas

When the noun is masculine singular, use *un*:	un cuaderno	(a notebook)
When the noun is feminine singular, use *una*:	una ventana	(a window)
When the noun is masculine plural, use *unos*:	unos cuadernos	(some notebooks)
When the noun is feminine plural, use *unas*:	unas ventanas	(some windows)

In English, we sometimes say "an" instead of "a." This is because of the sound of the next word, as in "an apple," instead of "a apple." This does not occur with the indefinite article in Spanish. However, the number 21 (veintiuno) has similar forms when used with nouns: veintiún cuadernos, veinteuna ventanas.

1.5.c. To acquire vocabulary related to the university and the definite article

In English, the definite article (the) is used to refer to specific nouns ("the book," as opposed to "a book"). The definite article, like the indefinite article, works like an adjective and has to agree in gender and number. Here is the definite article in Spanish.

Gender/Number	singular	plural
masculine	el	los
feminine	la	las

When the noun is masculine singular, use *el*:	el cuaderno	(the notebook)
When the noun is feminine singular, use *la*:	la ventana	(the window)
When the noun is masculine plural, use *los*:	los cuadernos	(the notebooks)
When the noun is feminine plural, use *las*:	las ventanas	(the windows)

It is very important to pay attention to the gender of nouns. As we saw in 1.4.a, the last letter or letters of a word can sometimes help you to know the gender. Below is a list of high probabilities of gender based on word ending (but there are almost always exceptions!).

Masculine endings	-o	taco
Feminine endings	-a, -ión, -tad, dad	casa, educación, libertad, universidad

Below is a list of "active" vocabulary related to the university and the classroom. "Active" vocabulary means that it is fair game for any future test or quiz. Try to memorize vocabulary *with* the definite article; this will help you to remember the gender of the noun. Many of these words are cognates and should be relatively easy to guess. Look up any words that you might not know.

Los lugares	**Los objetos**	**Las personas**	**Las materias**
la biblioteca	el bolígrafo	el bibliotecario	la biología
el bosque	la computadora	la bibliotecaria	las matemáticas
la cafetería	el cuaderno	el compañero de clase (de cuarto)	la psicología
la calle	el diccionario	la compañera de clase (de cuarto)	los estudios internacionales
la cancha (de tenis, de futbol)	el escritorio	el consejero	el español
el edificio	el lápiz	la consejera	el francés
el estacionamiento	el libro de texto	el estudiante	la administración de empresas
el gimnasio	la mesa	la estudiante	las comunicaciones
la librería	la mochila	el presidente	la filosofía
la oficina	el papel	la presidenta	la literatura
la piscina	la pizarra	el profesor	el inglés
la residencia	la puerta	la profesora	la sociología
el salón de clase	la silla	el secretario	las ciencias (naturales, políticas, sociales)
la tienda	la ventana	la secretaria	la economía

1.5. d. To practice using the special verb form: hay (*there is* and *there are*)

Hay means "there is" and "there are." Note that this verb form is both singular and plural. Place "no" before the verb to negate it. Study the following:

English	Spanish
What is there in the classroom?	*¿Qué hay en el salón de clase?*
There are some students.	*Hay unos estudiantes.*
How many students are there?	*¿Cuántos estudiantes hay?*
There are twenty five students	*Hay veinticinco estudiantes.*
Are there two professors?	*¿Hay dos profesores?*
No, there are not (two professors).	*No, no hay (dos profesores).*
Is there a window in the classroom?	*¿Hay una ventana en el salón de clase?*
Yes, there are two.	*Sí, hay dos.*

1.5: Para practicar en casa

1.5 Learning Objectives:
a. To learn the numbers 0-99 in Spanish
b. To study the indefinite article (*a, an*, or *some*) and grammatical gender
c. To acquire vocabulary related to the university and the definite article
d. To practice using the special verb form: hay (*there is* and *there are*)

A. Count in Spanish
1. Practice saying out loud all the numbers from zero to ninety nine.

2. Write out all the numbers from zero to forty. Then, check your spelling.

3. Say the following equations out loud (use *y* for plus and *menos* for minus) and fill in the missing answers:

MODELO:

3 + 9 = 12	tres y nueve son doce.
20 - 6 = 14	veinte menos seis son catorce.

5 + 2 = 7	10 + 8 = 18
21 - 4 = 17	33 - 2 = 31
55 + 1 = 56	46 + 3 = 49
64 - 2 = ?	78 - 3 = ?
84 +4 = ?	93 + 6 = ?

B. Grammatical Gender
Write the grammatical gender of the following?

MODELO:

cuaderno	*masculino*
ventana	*femenino*

1. bolígrafo _____ 2. gimnasio _____
3. ciencia _____ 4. estacionamiento _____
5. papel _____ 6. calle _____
7. mochila _____ 8. residencia _____
9. bosque _____ 10. francés _____

C. Indefinite Article
Write the indefinite article for each of the following:

MODELO:
un ____ edificio

1. _____ compañera
2. _____ consejera
3. _____ estudiante
4. _____ administración de empresas
5. _____ español
6. _____ estudios internacionales
7. _____ librería
8. _____ profesora
9. _____ cafetería
10. _____ bibliotecario

D. Definite Article
Write the definite article for each of the following:

MODELO:
los ____ edificios

1. _____ silla
2. _____ escritorio
3. _____ papeles
4. _____ lápiz
5. _____ mesas
6. _____ puertas
7. _____ biología
8. _____ tiendas
9. _____ francés
10. _____ calles

E. Definite and Indefinite Articles
Change the definite articles to indefinite articles, and the indefinite articles to definite articles.

MODELO:
el gimnacio *un gimnacio*

1. un diccionario _____
2. la oficina _____
3. la mochila _____
4. una residencia _____
5. una ventana _____
6. los profesores _____
7. las computadoras _____
8. una economía _____
9. unos bolígrafos _____
10. unas profesoras _____

F. ¿Qué hay en tu cuarto?
Use *hay* to write what there is in your room.

MODELO:
Hay un cuaderno.

¿Qué hay en tu cuarto?

1. _____
2. _____
3. _____
4. _____
5. _____

G. Cierto o falso
Read each sentence out loud and write whether the statements are true (*cierto*) or false (fa*l*so). Correctly rewrite the false statements.

1. Hay una tienda en el salón de clase. _____
2. Hay un estacionamiento en la piscina. _____
3. Hay una biblioteca en la cancha de fútbol. _____
4. Hay una cafetería en el libro de texto. _____
5. Hay una pizzara en el salón de clase. _____
6. Hay una cancha de fútbol en la universidad. _____
7. Hay una piscina en el salón de clase. _____
8. Hay un libro de texto en la calle. _____
9. Hay una silla en el bosque. _____
10. Hay una residencia en el estudiante. _____

1.5: Para practicar en clase

1.5 Learning Objectives:
a. To learn the numbers 0-99 in Spanish
b. To study the indefinite article (*a*, *an*, or *some*) and grammatical gender
c. To acquire vocabulary related to the university and the definite article
d. To practice using the special verb form: hay (*there is* and *there are*)

A. Entrevista
Converse with a classmate, ask and answer the following questions.

1. ¿Cómo eres?
2. ¿Cómo es tu mejor amigo?
3. ¿Qué hay en tu cuarto?
4. ¿Cuántos estudiantes hay en el salón de clase?
5. ¿Cuántas ventanas hay en el salón de clase?
6. ¿Hay un consejero en el salón de clase?
7. ¿Hay una librería en el salón de clase?
8. ¿Qué hay en el salón de clase?
9. En HSU, ¿hay un bosque?
10. En HSU, ¿hay una cafetería?
11. ¿Cuántos minutos hay en una hora?
12. ¿Cuántas horas hay en un día?

B. Count to 99
In a small group, count to 99 with each member of the group saying the next number. Start over if someone makes a mistake or hesitates too long.

C. Grammatical Gender
Take turns with a classmate reading words from the vocabulary list. Your partner should say the gender of the words. You each should say the grammatical gender of at least 10 words each.

MODELO:

piscina femenino

D. Definite Article
Take turns with a classmate reading words from the vocabulary list. Your partner should say the *definite* article for each word. You each should say the definite article of at least 10 words each.

MODELO:

ventana *la ventana*

E. Indefinite Article
Take turns with a classmate reading words from the vocabulary list. Your partner should say the *indefinite* article for each word. You each should say the indefinite article of at least 10 words each.

MODELO:

cuaderno *un cuaderno*

F. Review
Make sure that you understand and can do the following:

1. Can you count to 99 in Spanish?
2. Do you understand the difference between the definite and indefinite articles?
3. Do you know the active vocabulary?
4. Can you guess the gender of the active vocabulary?
5. Can you answer the following questions:
    a. ¿Cuantos profesores hay en el salón de clase?
    b. ¿Hay una pizarra en el salón de clase?
    c. ¿Qué hay en tu cuarto?
    d. ¿Cuantos libros hay en tu mochila?

Tarea (homework):
Complete *1.6 Para Estudiar en Casa* and *1.6 Para Practicar en Casa*.

1.6: Para estudiar en casa

1.6 Learning Objectives:
a. To be able to express likes and dislikes with *gustar*
b. To understand the infinitive form of Spanish verbs and how to use it with *gustar*
c. To learn some Spanish verb meanings

Introduction:
Today we will learn how to talk about things (nouns) and activities (verbs) that we like and dislike. We will use the verb *gustar*. The grammatical structure of *gustar* works differently than in English. We will learn some new vocabulary and practice some that we have already learned.

1.6.a. To be able to express likes and dislikes with *gustar*

Study the following examples.

Español	Inglés
Me gusta el libro.	I like the book. (singular noun)
Me gusta la mochila.	I like the backpack. (singular noun)
Me gustan los libros.	I like the books. (plural noun)
Me gustan las mochilas.	I like the backpacks. (plural noun)
Me gusta leer.	I like to read. (one activity/verb)

The verb *gustar* means *to be pleasing*. So structurally, "me gusta la clase" literally means "the class is pleasing to me". In English, we would say: "I like the class." For now, learn to express likes and dislikes without worrying about this difference in grammatical structure. Study the following:

English (note that these subject pronouns are not used in Spanish)	Liking singular nouns or activities (verbs)	Liking plural nouns
I like...	me gusta...	me gustan...
you (tú) like...	te gusta...	te gustan...
he likes she likes you (usted) like...	le gusta...	le gustan...
we like...	nos gusta...	nos gustan...
you (vosotros) like...	os gusta...	os gustan...
they like you (ustedes) like...	les gusta...	les gustan...

Note that the only difference in the conjugation of *gustar* is that there is an "n" at the end when there is plural nouns.

With *gustar*, it is very important to use the definite article with nouns, unless it is a proper noun. Proper nouns refer to individual people, places, or institutions and are usually capitalized.

MODELO:

Me gusta la universidad. (noun)
Me gusta HSU. (proper noun)

To clarify the meaning of *le* or *les* (which could refer to him or her) or to emphasize (for example when comparing: "she doesn't, but I do"), there is an additional element.

Singular	Plural
(a mí) me gusta = I like	(a nosotros/as) nos gusta
(a ti) te gusta = you like	(a vosotros/as) os gusta
(a él) le gusta = he likes	(a ellos) les gusta
(a ella) le gusta = she likes	(a ellas) les gusta
(a usted) le gusta = you like	(a ustedes) les gusta

To negate this type of sentence, the word "no" goes between the two elements: "A ella no le gusta." Sometimes the additional element is all that is needed to communicate the idea. Study the following.

Spanish	English
Me gusta la clase. ¿te gusta?	I like the class. Do you?
Sí, a mí también.	Yes, I do too.
A Roberto no le gusta el libro, pero a ella, sí.	Robert doesn't like the book, but she does.

Note:
Whenever the verb *gustar* is used, we must include the first element (me, te, etc.), which is called the indirect object pronoun.

1.6.b. To understand the infinitive form of Spanish verbs and how to use it with *gustar*

The infinitive verb form is when the verb is not conjugated. That means that it is the simplest form of the verb, unmodified and without a subject. The subject is usually a person that performs the action of the verb. In English, the infinitive has two parts. The first part is always the word "to." Here are some examples:

English infinitives:

to be	to live
to speak	to rain
to eat	to care about

In Spanish, the infinitive form is just one word and always ends in the letter "r." There are three types of Spanish verbs, those that end in *-ar, -er,* and *-i*r. Here are the same verbs in Spanish:

Spanish infinitives:

hablar	cuidar
comer	ser
vivir	escribir

In English, we can say: "I like *to read*" (infinitive) or "I like reading" (-ing form). We can use the infinitive or the -ing form for this type of sentence. In Spanish, we always use the infinitive form for this type of sentence: *Me gusta leer*. Study the following examples.

English	Spanish
I like living in Arcata. Do you?	Me gusta vivir en Arcata. ¿Te gusta?
Yes, I do too, but María doesn't.	Sí, a mí también, pero a María, no.
...	...
Well, we like to eat at Renata's.	Pues, nos gusta comer en Renata's.
My friends like eating there too.	A mis amigos les gusta comer allí también.

1.6.c. To learn some Spanish verb meanings

You have already learned a few verbs in the previous sections of this book (*ser, hablar, comer, vivir, llover, cuidar,* and *gustar*). Now we will learn some more verbs so that we can practice using the infinitive form with gustar. The following list of verbs will be considered active vocabulary.

Spanish Infinitives	English Infinitives
aprender	to learn
bailar	to dance
beber	to drink
enseñar	to teach
escribir	to write
escuchar	to listen
estudiar	to study
hacer	to do / to make
jugar	to play (a sport or a game)
practicar	to practice
tocar	to play (a musical instrument)

MODELO:

¿Qué te gusta hacer? — What do you like to do (doing)?

Me gusta tocar la guitarra. — I like to play (playing) the guitar.

1.6: Para practicar en casa

1.6 Learning Objectives:
a. To be able to express likes and dislikes with *gustar*
b. To understand the infinitive form of Spanish verbs and how to use it with *gustar*
c. To learn some Spanish verb meanings

A. Gustar
Complete the Spanish translations. Which word is missing?

English	Spanish
1. I like coffee.	_____gusta el café.
2. He likes coffee.	_____ gusta el café.
3. She likes coffee.	_____ gusta el café.
4. We like coffee.	_____ gusta el café.
5. They like coffee.	_____ gusta el café.
6. You like coffee (singular, informal).	_____ gusta el café.
7. You like coffee (singular, formal).	_____ gusta el café.
8. You like coffee (plural, informal).	_____ gusta el café.
9. You like coffee (plural, formal).	_____ gusta el café.
10. The students like coffee.	A los estudiantes _____ gusta el café.

B. Gustar conjugation
Conjugate *gustar*. Remember that it is singular when liking singular nouns and activities and plural when liking plural nouns.

1. Les _____ el café.
2. Me _____ los libros.
3. ¿Te _____ los profesores?
4. A mis amigos les _____ el bosque.
5. A los estudiantes les _____ la clase.
6. Nos _____ los estudios internationales.
7. ¿A ustedes les _____ bailar?
8. A ella le _____ estudiar la psicología.
9. Os _____ el gimnasio.
10. No le _____ las matemáticas.

C. Emphasis or Clarification
Write the missing information.

1. A mis amigos _____ gusta el español.
2. _____ me gusta también.
3. ¿A ustedes _____ gusta vivir en Humboldt?
4. A ella _____ gusta estudiar en el bosque.
5. _____ nos gusta comer tacos.
6. A él no _____ gusta la lasagna.
7. ¿A tu mejor amigo _____ gustan los libros?
8. _____ os gusta el actor Tom Cruz.

D. Preguntas personales
Answer the following questions using complete sentences.

1. ¿Qué te gusta hacer? _____
2. ¿Te gusta estudiar? _____
3. ¿Te gusta el café? _____
4. ¿Te gusta beber café en la mañana? _____
5. ¿Qué te gusta comer? _____
6. ¿Te gusta bailar? _____
7. ¿A tus amigos les gusta bailar? _____
8. ¿A ellos qué les gusta hacer? _____

1.6: Para practicar en clase

1.6 Learning Objectives:
a. To be able to express likes and dislikes with *gustar*
b. To understand the infinitive form of Spanish verbs and how to use it with *gustar*
c. To learn some Spanish verb meanings

A. Entrevista
Converse with a classmate; ask and answer the following questions. Fill in the blanks with your own ideas.

1. ¿Qué te gusta hacer?
2. ¿Te gusta el actor/la actriz _____?
3. ¿Te gusta la película (movie) _____?
4. ¿Qué tipo de música te gusta escuchar? (clásica, rap, etc.)
5. ¿Qué te gusta comer?
6. ¿A ti y a tus amigos qué les gusta hacer?
7. ¿Te gusta el libro _____?
8. ¿Te gusta vivir en Humboldt? ¿Por qué? (why?)

B. Preferencias
Based on the prompts below, make a list of the things that you like and don't like - at least three. Then form questions to ask your partner if they like or dislike them too.

MODELO:
Me gusta el libro *Don Quijote*. ¿Te gusta *Don Quijote*?
No, a mí no me gusta. Me gustan los libros de *Harry Potter*. ¿Te gustan?
Sí, a mí también me gustan los libros de *Harry Potter*.

1. restaurantes: _____
2. libros: _____
3. películas: _____
4. cantantes (singers) _____
5. programas de televisión: _____

C. Emparejar (matching)
Take turns with a classmate reading the following elements. Your partner should provide the matching element. Note that there may be several possible answers; ask for all the possible answers.

MODELO:

a ella	le
os	a vosotros / a vosotras

1. a mí _____
2. te _____
3. a usted _____
4. a ellas _____
5. os _____
6. a la profesora _____
7. a nosotros _____
8. a ella _____
9. a vosotras _____
10. le _____
11. a ellos _____
12. a ti _____
13. a él _____
14. nos _____
15. a vosotros _____
16. me _____
17. a ustedes _____
18. a mi mejor amigo _____
19. les _____
20. a nosotras _____

D. Repaso
Make sure that you understand and can do the following:

1. Can you talk about things you and others like and dislike?
2. Can you discuss the activities you and others like to do and do not like to do?
3. Do you know the active vocabulary?
4. Can you answer the following questions:
    a. ¿Qué te gusta hacer?
    b. ¿Qué te gusta comer?
    c. ¿Te gustan las clases?
    d. ¿A tus amigos les gusta HSU?

Tarea (homework):
Complete *1.7 Para Estudiar en Casa* and *1.7 Para Practicar en Casa*.

1.7: Para estudiar en casa

1.7 Learning Objectives:
a. To be able to ask what time it is and tell what time it is in Spanish
b. To be able to ask at what time something will occur and tell what time something will occur

Introduction:
We will continue to practice university-related vocabulary and use it to practice telling time and discussing schedules.

1.7.a. To be able to ask what time it is and tell what time it is in Spanish

English	Spanish
What time is it?	¿Qué hora es?
It's five o'clock.	Son las cinco.
It's one ten.	Es la una y diez.
in the morning	de la mañana
in the afternoon	de la tarde
at night	de la noche
It's midnight	Es medianoche / Son las doce de la noche.
It's at noon	Es al mediodía / Es a las doce de la tarde.
on the dot.	en punto

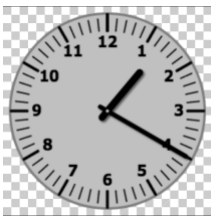
Notes:
You *must* use the definite article with the number of the hour in Spanish.

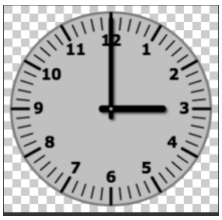
The verb *ser* is plural for all but one o'clock.

Cultural Note:
In some Spanish-speaking countries, morning lasts until 3:00, which is also lunchtime.

¿Qué hora es?

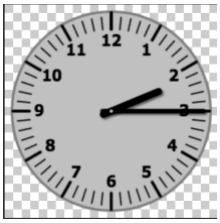
Es la una
de la mañana.


Es la una y veinte.

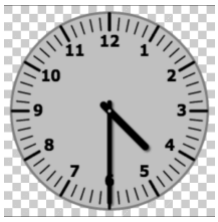

Son las tres.

Son las once y tres
de la noche.

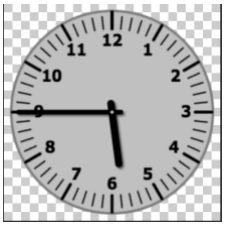
¿Qué hora es?



Son las dos y quince.
or
Son las dos y cuarto.



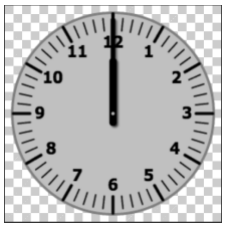
Son las cuatro y treinta.
or
Son las cuatro y media.



Son las seis menos quince.
or
Son las seis menos cuarto.
or
Son las cinco y cuarenta y cinco.

¿Qué hora es?

Son las diez y cuarenta.
or
Son las once menos veinte.



Son las doce en punto.
or
Es mediodía.
or
Es medianoche.

Son las nueve menos cinco.
or
Son las ocho y cinquenta y cinco.
or
Cinco para las nueve.

1.7.b. To be able to ask at what time something will occur and tell what time something will occur

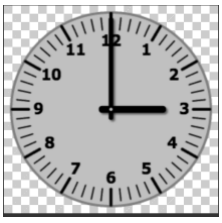
English	Spanish
(At) what time is the class?	¿A qué hora es la clase?
It's at three thirty.	Es a las tres y media.

Note:
To ask when something will occur in Spanish we must use the preposition *a* (at), but in English it is often optional.

¿A qué hora es la clase?

(La clase) Es a la una.

Es a las cuatro y media.



Es a las tres en punto.

1.7: Para practicar en casa

1.7 Learning Objectives:
a. To be able to ask what time it is and tell what time it is in Spanish
b. To be able to ask at what time something will occur and tell what time something will occur

A. ¿Qué hora es?

1. ¿Qué hora es ahora (now)? Tell the time out loud in Spanish.

2. You already know how to tell time in English, so from now on, every time you need to know the time, say it to yourself in Spanish.

3. Write what time is indicated in complete sentences. If there is more than one way of expressing the time, say all options:

MODELO:
2:15 a.m. Son las dos y cuarto de la mañana.
Son las dos y quince de la mañana.

1. 1:15 a.m. _____
2. 12:45 p.m. _____
3. 12:00 p.m. _____
4. 7:20 a.m. _____
5. 4:50 a.m. _____
6. 10:10 p.m. _____
7. 9:00 a.m. _____
8. 3:18 p.m. _____
9. 6:30 p.m. _____
10. 11:15 a.m. _____

B. ¿A qué hora?

1. ¿A qué hora es tu clase de español?

2. You already know how to tell what time something is in English, so from now on, every time you need to know at what time something is, say it to yourself in Spanish.

3. Tell what time something is according to the prompts; if there is more than one way of expressing it, say all options.

MODELO:

7:30 p.m. Es a las siete y media de la tarde.
Es a las siete y treinta de la tarde.

1. 4:10 p.m. _____
2. 2:35 p.m. _____
3. 1:30 p.m. _____
4. 1:30 p.m. _____
5. 10:00 p.m. _____
6. 8:15 a.m. _____
7. 11:00 a.m. _____
8. 4:45 p.m. _____
9. 6:50 a.m. _____
10. 1:15 a.m. _____

C. ¿Qué hora es? y ¿A qué hora es?

Write the answers in complete sentences according to the prompts.

MODELO:

¿Qué hora es? (10:22 a.m.)
Son las diez y veinte y dos de la mañana.

1. ¿A qué hora es tu programa favorito? (8:00 p.m.)

_____

2. ¿Qué hora es? (1:40 p.m.)

_____

3. ¿A qué hora es el concierto? (9:30 p.m.)

_____

4. ¿Qué hora es? (3:30 a.m.)

_____

5. ¿Qué hora es? (10:45 p.m.)

_____

6. ¿A qué hora es tu clase favorita? (11:00 a.m.)

_____

7. ¿A qué hora es la cita? (3:45 p.m.)

_____

8. ¿Qué hora es? (1:15 a.m.)

_____

9. ¿A qué hora es la clase? (12:00 p.m.)

_____

10. ¿Qué hora es? (12:55 a.m.)

_____

1.7: Para practicar en clase

1.7 Learning Objectives:
a. To be able to ask what time it is and tell what time it is in Spanish
b. To be able to ask at what time something will occur and tell what time something will occur

A. Entrevista
Converse with a classmate, ask and answer the following questions.

1. ¿Qué hora es?
2. ¿A qué hora es tu primera clase?
3. ¿A qué hora es tu última clase?
4. ¿A qué hora es tu programa favorito?
5. ¿A qué hora tu clase favorita?
5. ¿Qué hora es?

B. ¿Qué hora es?
With a classmate, tell what time it is according to the prompts. Express each time in as many logical ways as possible.

1. 6:15 a.m.	2. 3:30 p.m.
3. 7:45 p.m.	4. 8:19 a.m.
5. 1:10 p.m.	6. 1:00 a.m.
7. 4:58 p.m.	8. 2:39 a.m.
9. 12:00 a.m.	10. 11:55 a.m.

C. El horario de clases (the schedule of classes)
Use the class schedule below to discuss the start times with a classmate. Ask each other when each class is.

MODELO:
¿A qué hora es la clase de biología?
Es a las nueve de la mañana en punto.

Las materias	La hora
la biología	9:00 a.m.
la administración de empresas	3:30 p.m.
las ciencias naturales	4:50 p.m.
las ciencias políticas	6:50 p.m.
las ciencias sociales	7:20 a.m.
las comunicaciones	4:15 p.m.
la economía	8:20 a.m.
el español	10:30 a.m.

los estudios internacionales	3:00 p.m.
la filosofía	2:15 p.m.
el francés	1:30 p.m.
el inglés	12:00 p.m.
la literatura	10:15 a.m.
las matemáticas	11:00 a.m.
la psicología	1:00 p.m.
la sociología	12:15 p.m.

D. Repaso
Make sure that you understand and can do the following:

1. Can you ask what time it is and tell what time it is in Spanish?
2. Are you able to ask what time something is and tell what time something is in Spanish?
3. Do you know the active vocabulary?
4. Can you answer the following questions:
    a. ¿Qué hora es?
    b. ¿A qué hora es tu programa favorito?
    c. ¿A qué hora es tu clase de español?

Tarea:
Complete *1.8 Para Estudiar en Casa* and *1.8 Para Practicar en Casa*.

1.8: Para estudiar en casa

1.8 Learning Objectives:
a. To learn about countries and cultures of the Spanish-speaking world
b. To review what you learned in 1.1 -1.8

Introduction:
For today's lesson, we will learn about where Spanish is spoken, how many speakers of Spanish there are, and what are some of the iconic customs of those countries. In addition we will begin to review what we have learned so far, so that you are ready to move on to the next section.

1.8.a. To learn about countries and cultures of the Spanish-speaking world

Watch this video: El español en el mundo.

1.8.b. To review what you learned in 1.1 -1.8

Here is a list of the learning objectives so far. Look them over carefully; we have already made a lot of progress. Go back and review any topics that you think you need to practice more.

1.1 Learning Objectives:
- a. To learn about the organization of this book
- b. ¡A conocernos!
- c. To practice important words and phrases for class

1.2 Learning Objectives:
- a. To learn to correctly pronounce the Spanish vowels
- b. To learn to correctly pronounce the Spanish consonants
- c. To become familiar with the Spanish alphabet and phonetics

1.3 Learning Objectives:
- a. To learn expressions of greeting and leave-taking
- b. To understand the appropriate uses of formal and informal etiquette
- c. To learn the days of the week

1.4 Learning Objectives:
- a. To learn about adjective agreement
- b. To learn about the subject pronouns in Spanish
- c. To learn to conjugate the verb *SER*
- d. To learn about cognates

1.5 Learning Objectives:

a. To learn the numbers 0-99 in Spanish
b. To study the indefinite article (*a*, *an*, or *some*) and grammatical gender
c. To acquire vocabulary related to the university and the classroom
d. To practice using the special verb form: hay (*there is* and *there are*)

1.6 Learning Objectives:

a. To be able to express likes and dislikes with *gustar*
b. To understand the infinitive form of Spanish verbs
c. To learn some Spanish verb meanings

1.7 Learning Objectives:

a. To be able to ask what time it is and tell what time it is in Spanish
b. To be able to ask at what time something will occur and tell what time something will occur

1.8 Learning Objectives:

a. To learn about countries and cultures of the Spanish-speaking world
b. To review what you learned in 1.1 -1.8

1.8: Para practicar en casa

1.8 Learning Objectives:
a. To learn about countries and cultures of the Spanish-speaking world
b. To review what you learned in 1.1 -1.8

A. El español en el mundo
Watch the video again and answer the following questions. You can enable the closed captions for the video, but be advised that they are not all accurate.

1. According to the video, how many people are native Spanish speakers?

_____

2. According to the video, in how many countries is Spanish the official or co-official language?

_____

3. Which country has the most Spanish speakers?

_____

4. Which country has the second most Spanish speakers?

_____

5. Name 4 countries where there are many Spanish speakers, but Spanish is not an official or co-official language.

_____

6. According to the video, how many people study Spanish?

_____

7. What is the name of the famous Spanish literary work mentioned in the video?

_____

8. What is the capital of Argentina and what is the mythic character mentioned?

_____

9. What culture is found in Perú, Bolívia, and Ecuador?

_____

10. Which cultures are found in Mexico?

_____

B. El español en el mundo actual
Keep in mind that the information in the video is dated. That being the case, look up current information for the following:

1. How many people are native Spanish speakers?

2. How many people speak Spanish in the world?

3. What country has the second most Spanish speakers?

4. Name 4 more countries where there are a large number of Spanish speakers.

5. Why are you studying Spanish?

Be prepared to share this information in class, but also be prepared for other students to have different answers from different sources.

C. Repaso (Review)
Review the learning objectives again and repeat the exercises in any section that you think you need to practice more.

1.8: Para practicar en clase

1.8 Learning Objectives:
a. To learn about countries and cultures of the Spanish-speaking world
b. To review what you learned in 1.1 -1.8

A. Entrevista
Converse with a classmate, ask and answer the following questions. Be sure to use an appropriate greeting.

1. ¿Cómo te llamas?
2. ¿Cómo se escribe tu nombre?
3. ¿De dónde eres?
4. ¿Cómo estás?
5. ¿Dónde vives?
6. ¿Cómo se llama tu mejor amigo?
7. ¿Cómo se escribe su nombre?
8. ¿De dónde es tu mejor amigo?
9. ¿Cómo es tu mejor amigo?
10. ¿Qué hay en tu cuarto?
11. ¿Qué hay en el salón de clase?
12. ¿Cuántas horas hay en un día?
13. ¿Qué te gusta hacer?
14. ¿Qué te gusta comer?
15. ¿Te gusta el chocolate?
16. ¿Qué hora es?
17. ¿A qué hora es tu programa favorito?
18. ¿Cómo se escribe el nombre de tu programa favorito?

B. El español en el mundo
In a small group, compare the information you found about the current numbers of Spanish speakers. Did you find the same answers? What is different and who is correct? Discuss your findings with the class.

C. Repaso (Review)
Practice the following with a classmate.

1. Take turns saying the letters of the alphabet in Spanish. Is there any pronunciation that you have doubts about? If so, discuss with your partner or ask the professor. Practice the alphabet by dictating words to each other (spell them and have your partner write them down).

2. Count to 100 with your partner. Take turns and start over if you mess up or hesitate too long. Dictate some phone numbers (or other numbers) that you know and have your partner write them down.

3. Discuss with your partner the differences and appropriate uses of the following: *tú, usted, vosotros, ustedes*.

4. With your partner practice the conjugation of the verb *ser*. Randomly switch subjects below and ask your partner to conjugate the verb.

yo	tú
él	ella
usted	nosotros/as
vosotros/as	ellos
ellas	ustedes

5. Practice adjective agreement with your partner by selecting subjects above and matching them with the adjectives below. ("yo / honesto" - *honesta* or *honesto* depends on who says "yo")

atractivo	generoso	introvertido	reservado
brillante	honesto	liberal	responsable
curioso	horrible	misterioso	romántico

6. Practice university related vocabulary and the verb *hay* with your partner by providing several answers to the following questions. Don't forget to use the indefinite article.

a. ¿Qué hay en tu cuarto?
b. ¿Qué hay en tu mochila?
c. ¿Qué hay en el salón de clase?
d. ¿Qué hay en la universidad?

7. Practice *gustar* with your partner by answering the questions below. Don't forget to use the definite article with nouns.

a. ¿Te gusta la universidad?
b. ¿Te gustan las hamburguesas?
c. ¿Qué más te gusta?
d. ¿Te gusta vivir en Humboldt?
e. ¿Te gusta bailar?
f. ¿Qué más te gusta hacer?

8. Practice telling the time with your partner using the chart below

¿Qué hora es?

1. 6:15 a.m.	2. 3:30 p.m.
3. 7:45 p.m.	4. 8:19 a.m.
5. 1:10 p.m.	6. 1:00 a.m.
7. 4:58 p.m.	8. 2:39 a.m.
9. 12:00 a.m.	10. 11:55 a.m.

9. Practice telling what time something is with your partner by using the class schedule below.

Las materias	**La hora**
los estudios internacionales	1:00 a.m.
la filosofía	3:30 p.m.
el francés	4:50 p.m.
el inglés	6:45 p.m.
la literatura	7:20 a.m.

Tarea:
Continue to review in order to be prepared for the Chapter 1 Assessment.

2

La familia

2.1 Learning Objectives:

a. To learn more about the masculine and feminine forms of nouns and adjectives
b. To understand more about the singular and plural forms of nouns and adjectives
c. To understand the forms and uses of the possessive adjectives
d. To acquire family related vocabulary

2.2 Learning objectives:

a. To learn to stress all words (without written accents) that end in a vowel, n, or s
b. To learn to stress all words (without written accents) that end in other consonants
c. To learn to stress all words with written accents

2.3 Learning objectives:

a. To fully understand the use of subject pronouns
b. To learn conjugations for regular *-ar* verbs
c. To be able to construct and respond to "yes or no" questions
d. To acquire vocabulary related to common *-ar* verbs

2.4 Learning objectives:

a. To learn conjugations for regular *-er* and *-ir* verbs
b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
c. To be able to ask and answer questions using common interrogative words

2.5 Learning objectives:

a. To learn the present tense conjugation of the verb *estar*
b. To modify nouns using *estar* and adjectives
c. . To be able to use *estar* for location

2.6 Learning objectives:

a. To learn the present tense conjugation of the verb *tener*
b. To learn and be able to use special expressions with the verb *tener*
c. To be able to use *tener* and other verbs with infinitives

2.7 Learning objectives:

a. To be able to form EQUAL comparisons of nouns and adjectives
b. To be able to form UNEQUAL comparisons of nouns and adjectives
c. To be able to form superlatives

2.8 Learning objectives:

a. To understand the culture behind Spanish last names
b. To review what you learned in 2.1-2.8

2.1: Para estudiar en casa

2.1 Learning Objectives:
a. To learn more about the masculine and feminine forms of nouns and adjectives
b. To understand more about the singular and plural forms of nouns and adjectives
c. To understand the forms and uses of the possessive adjectives
d. To acquire family related vocabulary

Introduction:
In this section, we will examine more fully the concept of grammatical gender and the masculine and feminine forms of nouns and adjectives. We will learn how to pluralize nouns and adjectives, learn about the possessive adjectives, and family vocabulary.

2.1.a. To learn more about the masculine and feminine forms of nouns and adjectives

Normally, nouns that refer to males are masculine and nouns that refer to females are feminine. In other words, the biological gender is indicated by the word itself. In the lists below, notice how the articles also reflect gender in Spanish.

Masculine	Feminine	Masculino	Femenino
the man	the woman	el hombre	la mujer
the father	the mother	el padre	la madre
the rooster	the hen	el gallo	la gallina
the ram	the ewe	el carnero	la oveja

Biological gender is often indicated in professions in English and Spanish.

the actor	the actress	el actor	la actriz
the king	the queen	el rey	la reina

In English, since gender is not indicated in the articles, gender neutrality is becoming common more quickly. For example, we rarely say "waiter/waitress" or "steward/stewardess." These words have been replaced with the more gender-neutral terms: "server" and "flight attendant."

In Spanish, sometimes there are different words to indicate gender, like *el hombre* and *la mujer*. Other times, the word is modified to reflect the gender of the individual, as in *el niño* and *la niña*. Some masculine nouns (and adjectives) that end in *o* can be changed to the feminine by changing *o* to *a*. Some examples are:

masculino	femenino
el hermano	la hermana
el primo	la prima
el abuelo	la abuela
el hijo	la hija
el tío	la tía
el perro	la perra

Some masculine nouns that end in consonants can be changed to the feminine by adding an *a* to the end of the word. Here are some examples:

masculino	femenino
el profesor	la profesora
el señor	la señora
el investigador	la investigadora
el doctor	la doctora

Note: Nouns that end in *ista* and most nouns that end in *e* can be masculine or feminine. For example:

masculino	femenino
el artista	la artista
el dentista	la dentista
el estudiante	la estudiante
el cantante	la cantante

A few words that end in *e* can also be changed to the feminine by changing *e* to *a*, but it is still correct to just change the article. As in:

masculino	femenino
el presidente	la presidente *or* la presidenta

Some words, although they refer to people, do not change gender. They are like most nouns; they do not change their gender. An important example of this is the word "person." "Person" is a feminine noun and there is no masculine form, so even though we are speaking about a man, we could refer to him as "la persona," as in "la persona quien escribe" (the person who is writing).

So far, all this talk about gender has referred to individuals (people or animals) that have biological gender. For English speakers, this makes perfect sense. However, all nouns in Spanish have grammatical gender; they are either masculine or feminine regardless of what they refer to. In other words, the gender is arbitrary and does not change. A table is feminine and a shoe is masculine, and that is all there is to it. This can be a difficult concept to grasp, but it is an essential part of the Spanish language and simply must be accepted.

As mentioned in 1.5.c, the ending of nouns can often help to identify the gender. Predicting gender of nouns based on the final letters of the word is not always possible.

However, here are some high probability indicators:

Gender	Ending	Example
Masculine	-o	taco
Feminine	-a, -ión, -tad, dad	casa, educación, libertad, universidad

Note: *El día* and *la mano* are common exceptions. Other exceptions include masculine nouns that are derived from Greek, not Latin, and include words ending *-ma, -ta and -pa*: (*el problema, el programa, el planeta, el cometa, el drama,* and *el mapa*). See this link for more detailed information on predicting gender of nouns based on word endings.

2.1.b. To understand more about the singular and plural forms of nouns and adjectives

There are a few rules for pluralizing nouns. Fortunately, these same rules also apply to adjectives. Remember that articles and adjectives must agree with the noun in gender and number. Masculine forms are commonly used to refer to groups with at least one male. Some nouns are singular and refer to a group of individuals, like *la familia* and *la clase* (referring to a group of students).

To pluralize a noun (or adjective) that ends in a vowel, add *s*.

Singular	Plural
el padre	los padres
el hijo	los hijos
la hermana	las hermanas
la esposa	las esposas

To pluralize a noun (or adjective) that ends in a consonant, add *es*.

Singular	Plural
el papel	los papeles
la universidad	las universidades
el profesor	los profesores
la actitud	las actitudes

Note: If the singular form ends in a stressed syllable with an accent (tilde), the accent is dropped in the plural form: *la nación* ➔ *las naciones*.

Note: To pluralize nouns that end in the letter *z*, change *z* to *c* before adding *es*: *el lápiz* ➔ *los lápices*.

2.1.c. To understand the forms and uses of the possessive adjectives

The possessive adjectives modify nouns and tell to whom the noun belongs, for example: "*my* class" and "*your* book." The possessive adjectives correspond to the subject pronouns (I ➔ my, you ➔ your, etc.). Like all adjectives, the possessive adjectives must agree in number with the nouns they modify, so most have two forms: singular and plural. In addition, the *nosotros* and *vosotros* forms also agree in gender, therefore, there are four forms. Study the following chart.

Gender/Number	Singular	Plural
First Person	mi(s)	nuestro(s) / nuestra(s)
Second Person	tu(s)	vuestro(s) / vuestra(s)
Third Person	su(s)	su(s)

Note:
As with the verb conjugations, personal pronouns of the second person formal (*usted* and *ustedes*) use the third person forms.
Possessive adjectives must agree in gender and number with the nouns that they modify, but most possessive adjectives only have to agree in number. Study the following examples.

With Singular Nouns	With Plural Nouns
Leo mi libro.	Leo mis libros.
Su hermana está aquí.	Sus hermanas están aquí.
Nuestro tío estudia español.	Nuestros tíos estudian español.
Vuestra tía estudia español.	Vuestras tías estudian español.

Note:
"Su" and "sus" could mean "his," "her," their," or "your" depending on the context of the sentence. As in English, most of the time, it is clear to whom the noun pertains.

2.1.d. To acquire family related vocabulary

The following is an example of a family tree, showing some basic family relationships. We will use this family tree to discuss Carmen's family from her perspective. In the narrative below, notice the gender and number agreements of the family vocabulary.

Juan y Elena son mis abuelos. Juan es mi abuelo y Elena es mi abuela. Olivia y Miguel son mis padres. Olivia es mi madre y Miguel es mi padre. Roberto, Alejandro, Natalia y Pedro son mis tíos. Roberto, Alejandro y Pedro son mis tíos. Natalia es mi tía. Raquel es mi hermana y Sofía es mi prima.

Soy la nieta de Juan y Elena. Soy la hija de Olivia y Miguel. Soy la sobrina de Roberto, Alejandro, Natalia y Pedro. Soy la hermana de Raquel y la prima de Sofía.

Study the following vocabulary and think about how you could describe your family relationships. Look up any additional words that you need to describe your family.

Los parientes	The Relatives
los padres	the parents
el padre	the father
la madre	the mother
los hijos	the children
el hijo	the son
la hija	the daughter
los abuelos	the grandparents
el abuelo	the grandfather
la abuela	the grandmother
los hermanos	the siblings
el hermano	the brother
la hermana	the sister
los tíos	the aunts and uncles
el tío	the uncle
la tía	the aunt
los sobrinos	the nieces and nephews
los nietos	the grandchildren
los primos	the cousins
el esposo	the husband
la esposa	the wife
el padrastro	the stepfather
la madrastra	the stepmother
el hijastro	the stepson
la hijastra	the stepdaughter
el medio hermano	the half-brother
la media hermana	the half-sister
el suegro	the father-in-law
la suegra	the mother-in-law
el yerno	the son-in-law
la nuera	the daughter-in-law
el cuñado	the brother-in-law
la cuñada	the sister-in-law

Las mascotas	The Pets
el perro	the dog
el gato	the cat
el pájaro	the bird
el conejo	the rabbit

Note:
The masculine plural form is commonly used to refer to both masculine and feminine counterparts (los tíos = the aunts and uncles, etc.).

2.1: Para practicar en casa

2.1 Learning Objectives:
a. To learn more about the masculine and feminine forms of nouns and adjectives
b. To understand more about the singular and plural forms of nouns and adjectives
c. To understand the forms and uses of the possessive adjectives
d. To acquire family related vocabulary

A. Nouns that can change gender I
Change the following to feminine. Remember the articles and adjectives must all agree.

MODELO:
mi hermano mi hermana

1. vuestro tío _____
2. tu abuelo _____
3. su hijo _____
4. nuestro perro _____
5. vuestro cuñado _____
6. su nieto _____
7. mi primo _____
8. su sobrino _____
9. tu suegro _____
10. nuestro hijastro _____

B. Nouns that can change gender II
Now change the following to the masculine AND pluralize them.

MODELO:
su abuela sus abuelos

1. mi hija _____
2. su media hermana _____
3. nuestra prima _____
4. su tía _____
5. vuestra abuela _____
6. tu hijastra _____
7. mi hermana _____
8. nuestra sobrina _____
9. su perra _____
10. tu cuñada _____

C. Plural forms of nouns
Pluralize the following.

MODELO:
mi padre mis padres

1. nuestro tío _____
2. nuestra tía _____
3. su hermana _____
4. su hermana _____
5. mi primo _____
6. mi prima _____
7. tu hija _____
8. tu hijo _____
9. vuestra abuela _____
10. vuestro abuelo _____

D. Singular forms of nouns
Make the following singular.

MODELO:
vuestros padres vuestro padre

1. nuestros abuelos _____
2. nuestras abuelas _____
3. sus primos _____
4. sus primas _____
5. tus madrastras _____
6. tus padrastros _____
7. vuestros sobrinos _____
8. vuestras sobrinas _____
9. mis hijos _____
10. mis hijas _____

E. Los parientes
Complete the sentences logically (sometimes there is more than one possible answer). Be sure to double check the gender and number for agreement.

1. La madre de mi madre es mi _____
2. El padre de mi sobrina es mi _____
3. La hermana de mi prima es _____
4. La hija de mi madre es mi _____
5. El esposo de mi abuela es mi _____
6. Los hermanos de mi padre son mis _____

7. Las nietas de mis abuelos son mis _____

8. El esposo de mi hija es mi _____

9. La hija de mi abuelo es mi _____

10. La madre de mi esposo es mi _____

F. Preguntas personales

Answer the following questions according to your personal experience.

MODELO:

¿Cómo son tus primos?
Son tolerantes.

1. ¿Cómo se llaman tus abuelos? _____

2. ¿Cómo se llaman tus hermanos? _____

3. ¿Cómo se llaman tus padres? _____

4. ¿Dónde viven tus primos? _____

5. ¿Dónde viven tus padres? _____

6. ¿Cómo son tus hermanos? _____

7. ¿Cómo son tus mascotas? _____

8. ¿Cómo son tus primos? _____

2.1: Para practicar en clase

2.1 Learning Objectives:
a. To learn more about the masculine and feminine forms of nouns and adjectives
b. To understand more about the singular and plural forms of nouns and adjectives
c. To understand the forms and uses of the possessive adjectives
d. To acquire family related vocabulary

A. Entrevista
With a classmate, take turns asking and answering the following questions. After responding, ask the same question and change the gender.

MODELO:
¿Cómo se llama tu abuelo?
Se llama Octavio. ¿Cómo se llama tu abuela?

1. ¿Cómo se llama tu padre?
2. ¿Cómo es tu padre?
3. ¿Dónde vive tu padre?
4. ¿ Cómo se llama tu hermano?
5. ¿Cómo es tu hermano?
6. ¿Dónde vive tu hermano?
7. ¿Cómo se llama tu primo?
8. ¿Cómo es tu primo?
9. ¿Dónde vive tu primo?
10. ¿Cómo se llama tu tío?
11. ¿Cómo es tu tío?
12. ¿Dónde vive tu tío?

B. Gender and Number
Take turns with a classmate to make the following masculine and singular.

MODELO:
vuestras abuelas
vuestro abuelo

1. nuestras hijas	2. sus nietas
3. mis hermanas	4. tus sobrinas
5. vuestras cuñadas	6. nuestras nietas
7. tus tías	8. sus medias hermanas
9. mis perras	10. vuestras hijastras

C. Mi familia
With a classmate, take turns describing the members of your family (what their name is, what they are like, and where they live).

MODELO:
Mi hermano se llama Tomás. Es inteligente y trabajador. Vive en Nueva York.

D. La madre de mi madre es mi ...
Follow the model and create 5 original challenges for your partner using the family vocabulary. Write down your challenges and then say them to your partner.

MODELO:
La madre de mi madre es mi ...

E. Review
Make sure that you understand and can do the following:

1. Do you understand that some nouns have feminine forms and others do not?
2. Can you change the gender of certain nouns and adjectives?
3. Can you change the number (singular and plural) of certain nouns and adjectives?
4. Do you know how to use the possessive adjectives?
5. Do you know the family related vocabulary?

Tarea (homework):
Complete *2.2 Para Estudiar en Casa* and 2.2 *Para Practicar en Casa*.

2.2: Para estudiar en casa

2.2 Learning Objectives:
a. To learn to stress all words (without written accents) that end in a vowel, n, or s
b. To learn to stress all words (without written accents) that end in other consonants
c. To learn to stress all words with written accents

Introduction:
In this section, we will work on pronunciation. Specifically, we will learn to stress the correct syllable of *every* word in Spanish. The stressed syllable is dependant upon the last letter of the word and / or if it has a written accent. There are other ways to understand this information and, perhaps, you have studied them. Use whichever way helps you to best understand how to stress words in Spanish.

2.2.a. To learn to stress all words (without written accents) that end in a vowel, n, or s

Every word in Spanish has one syllable that is stressed more than the other syllables. When pronouncing the word, it is incorrect to stress the wrong syllable. In fact, stressing the wrong syllable may even result a completely different word. Words that have only one syllable must stress the single syllable, so this section will focus on multi-syllable words.

- Words in Spanish that have no written accent and end in a **vowel, n,** or **s** always stress the second-to-last (penultimate) syllable.

That's it. It's simple. Right? Learn that statement and you will know how to correctly stress most words in Spanish (well, sometimes you will have to know how to divide words into syllables too - for now, divide them as best you can using what you know from English).

Here are some examples:

casa	hombre	niño	pantalones	hablan
hermana	pesadumbre	cerebro	granadas	bailaron

Each of these words ends in a **vowel, n,** or **s** and none have written accents, so they all stress the penultimate syllable. It doesn't matter if there are two or many more syllables; count from the last syllable and stress the second-to-last. You do not need to know what the words mean in order to pronounce them correctly. As you say them, overemphasize the stressed syllable (sometimes it helps to gesture with your hand or nod your head as you stress the words).

2.2.b. To learn to stress all words (without written accents) that end in other consonants

Now we will learn to appropriately stress all the other words without written accents.

- Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.

Know this rule (and the first one) and you will be able to correctly stress the vast majority of words in Spanish. Again, since we are focusing on stressing the correct syllable, it's a good idea to overemphasize the pronunciation (and / or use hand gestures or head nods).

Here are some examples:

bondad	señor	feroz	papel	comer
universidad	trabajador	avestruz	español	aprender

Note:
You have already learned how to pluralize nouns and adjectives. If these words were pluralized, they would all follow the first rule (ending in **s** after adding *-es*), not this rule. The result is that the same root syllable is stressed (universi***dad*** ➔ universi***dad***es).

2.2.c. To learn to stress all words with written accents

So far, we have covered all Spanish words without written accents. Now we will consider words with written accents. Written accents (*la tilde*) only go on vowels (á, é, í, ó, and ú). The *tilde* has two functions:

1. To change the normally stressed syllable (basically to break the two rules we just discussed)
2. To indicate a different connotation of a word that is pronounced exactly the same. These "twin" words are usually monosyllable words (*mi* vs *mí*), but also there are some with more syllables (*como* vs *cómo*).

For now, we only need to concern ourselves with the first function, the one that changes the normally stressed syllable. The *tilde* breaks the rules previously discussed and allows words to be stress on any syllable (last, second-to-last, third-to-last, etc.).

- Words with written accents (*tildes*) always stress the syllable with the *tilde*.

Once again, as you pronounce these words, try to overemphasize the pronunciation with special attention to the syllables. It also helps to use hand gestures or head nods.

Here are some examples:

última sílaba	penúltima sílaba	antipenúltima sílaba
jamás	árbol	séptimo
ratón	lápiz	América
corazón	azúcar	islámico
Panamá	fácil	México

Note:
When nouns and adjectives with tildes (and without) are pluralized, they must still stress the same root syllable. Most of the time, this means that you carryover the *tilde* to the plural form. Here are some examples:

Carrying over the *tilde*
árbol ➔ árboles
América ➔ Américas

However, in some uncommon cases, when you pluralize, you may have to add or remove a *tilde* to maintain the stress on the root syllable. Either way, all words follow one of the three rules presented in this section. Here are some examples:

Adding *tildes* to plural forms	Removing *tildes* to plural forms
examen ➔ exámenes	ratón ➔ ratones
orden ➔ órdenes	corazón ➔ corazones

Here is a summary of the three rules for stressing the correct syllable in all Spanish words.

Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n,** or **s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.
3. Words with written accents (tildes) always stress the syllable with the tilde.

2.2: Para practicar en casa

2.2 Learning Objectives:
a. To learn to stress all words (without written accents) that end in a vowel, n, or s
b. To learn to stress all words (without written accents) that end in other consonants
c. To learn to stress all words with written accents

A. *Las tres reglas*
Use the summary of the three rules on the previous page and indicate which pronunciation rule the following words follow.

MODELO:

vosotras	*regla 1*
universidad	*regla 2*
fácil	*regla 3*

1. mamá _____
2. números _____
3. regla _____
4. símbolo _____
5. sobrinos _____
6. juez _____
7. nacionalidad _____
8. ciudad _____
9. hermana _____
10. débil _____

B. *La sílaba tónica*
Practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. dinero _____
2. camiseta _____
3. padres _____
4. exámenes _____
5. crítico _____
6. critico _____
7. criticó _____
8. acabar _____
9. almorzar _____
10. animal _____

C. *La pluralización*
Write the plural forms for the following words. Pay special attention to the stress of the root syllable and if the *tilde* is carried over, lost, or added to the plural form.

1. orden _____
2. corazón _____
3. alemán _____
4. fácil _____
5. islámico _____
6. fantástica _____
7. lámpara _____
8. natural _____
9. azul _____
10. trabajador _____

D. Las reglas
Without looking at the explanations above, write down the three rules in your own words. Also write 3 examples of each rule. Afterwards, check that what you wrote is correct.

1. _____

_____

_____ _____ _____

2. _____

_____

_____ _____ _____

3. _____

_____

_____ _____ _____

2.2: Para practicar en clase

2.2 Learning Objectives:
a. To learn to stress all words (without written accents) that end in a vowel, n, or s
b. To learn to stress all words (without written accents) that end in other consonants
c. To learn to stress all words with written accents

A. La trabalengua
With a classmate, practice pronouncing the following tongue twister. Then answer the questions that follow.

Erre con erre cigarro,
erre con erre barril.
Rápido corren los carros,
sobre los rieles del ferrocarril.

Which words stress the last syllable?
Which rule(s) do those words follow?
Which words stress the second-to-last syllalbe?
Which rule(s) do those words follow?
Which words stress other syllables (not last or second-to-last)?
Which rule(s) do those words follow?

B. Las reglas
Use the summary of the three rules and indicate which pronunciation rule the following words follow.

MODELO:
vosotras *regla 1*
universidad *regla 2*
fácil *regla 3*

1. trabalenguas _____
2. accidente _____
3. refrigerador _____
4. ángel _____
5. clase _____
6. papel _____
7. educativo _____
8. artículo _____
9. estómago _____
10. límite _____

C. *La sílaba tónica*
With a classmate, divide the following words into syllables and underline the stressed syllable according to the rules. Then, practice pronouncing them. Don't worry about what they mean; focus on the syllable stress.

1. hijastro _____
2. padres _____
3. hablar _____
4. pájaro _____
5. francés _____
6. familia _____
7. actor _____
8. escribir _____

***D. Las palabras gemelas* (twins)**
With a classmate, discuss if the *tildes* in the following words are 1) required to change the stressed syllable or 2) if they simply indicate a different use of the word (the two functions of the *tilde*).

1. está
2. esta
3. donde
4. dónde
5. cuándo
6. cuando
7. trabajo
8. trabajó

E. Repaso
Make sure that you understand and can do the following:

1. Do you know which syllable to stress in words without *tildes*?
2. Do you know which syllable to stress in words with *tildes*?
3. Do you know why some words loose or gain a tilde between the singular and plural forms?
4. Do you know the three rules for syllable stress in Spansh?

Tarea:
Complete *2.3 Para Estudiar en Casa* and *2.3 Para Practicar en Casa*.

2.3: Para estudiar en casa

2.3 Learning Objectives:
a. To fully understand the use of subject pronouns
b. To learn conjugations for regular *-ar* verbs
c. To be able to construct and respond to "yes or no" questions
d. To acquire vocabulary related to common *-ar* verbs

Introduction:
In this section, we will discuss the use of subject pronouns and learn the conjugations for regular *-ar* verbs. You will be able to use several regular -ar verbs to ask and answer yes and no questions.

2.3.a. To fully understand the use of subject pronouns

Please review the introduction to subject pronouns in 1.4.b. Also, review the different uses in Spanish of the subject pronoun "you" as presented in 1.3.b.

Subject pronouns, like all pronouns, take the place of nouns.

- "I" and "we" refer to *the person speaking* and are considered the "first" person.
- "You" refers to *the person being spoken to* and is considered the "second" person.
- "He, she, it," and "they" refer to *the person being spoken about* and are considered the third person.

There are singular and plural forms of the first, second, and third person subject pronouns. Examine the following chart.

Person/Number	Singular	Plural
First Person	yo	nosotros/as
Second Person	tú, usted	vosotros/as, ustedes
Third Person	él, ella	ellos, ellas

Note:
"Usted" and "ustedes" are commonly abbreviated as "Ud." and "Uds.".

As discussed in 1.4.b, subject pronouns are frequently omitted in Spanish. This is because that information is understood as part of the verb conjugation. *Yo, tú, nosotros/as,* and

vosotros/as are typically omitted. In addition, the English subject pronoun "it" does not even exist in Spanish. There is no Spanish equivalent, because it is fully incorporated into the verb conjugation. Consider the following:

English	Spanish
It is important.	Es importante.
It is perfect.	Es perfecto.
It is horrible.	Es horrible.
It is one o'clock.	Es la una.

Note:
"It" can be a subject pronoun, performing the action of the verb (i.e. "*It* is important"), or "it" can be an object pronoun, receiving the action of the verb ("I see *it*" or "I threw the ball at *it*"). Do not confuse the subject pronoun "it," which do exist in Spanish, with the object pronouns "it." For now, just remember that the Spanish verb conjugation includes "it."

2.3.b. To learn conjugations for regular *-ar* verbs

There three types of regular verbs: verbs ending in *-ar, -er,* and *-ir*. In this section, we will focus on the conjugations of verbs ending in *-ar*. Remember that the infinitive is the form of the verb without conjugation. The infinitive and other verb forms have two parts: the stem and the ending.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
habl*ar*	habl-	*-ar*

As we have seen in previous sections, the verb conjugations have endings associated with the subject pronouns. Here are the conjugations of the verb: *hablar* (to speak/to talk). Notice how the stem is the same, but the ending depends on the subject.

Singular			Plural		
yo	habl*o*	(I speak)	nosotros/as	habl*amos*	(we speak)
tú	habl*as*	(you speak)	vosotros/as	habl*áis*	(you speak)
él		(he/it speaks)	ellos		(they speak)
ella	habl*a*	(she/it speaks)	ellas	habl*an*	(they speak)
usted		(you speak)	ustedes		(you speak)

Note:
The conjugations for the second person formal (*usted* and *ustedes*) are the same as the third person conjugations.

It is useful to memorize the verb *hablar* as an example verb for all regular *-ar* verbs. In addition, you can memorize just the endings: *-o, -as, -a, -amos, -áis, -an*.

Spanish present tense conjugations have different English equivalents depending on the context. Here are the most common:

Spanish Present Tense	English Equivalent	Context
Hablo	I speak	present action (habitual)
	I am speaking	in-progress action
	I do speak / Do I speak?	general actions/ question
	I will speak	near future action

2.3.c. To be able to construct and respond to "yes or no" questions

As noted in the previous section, one of the English equivalents of the Spanish present tense includes the auxiliary verb "to do." In English, this is how we commonly form "yes or no" questions, but there is no Spanish equivalent for that auxiliary verb; it is simply part of the Spanish verb conjugation. To form a question like: "Do you speak Spanish?" you would say: "¿Hablas español?"

Say the following examples out loud and notice how your voice naturally raises at the end of each question. This is called raising intonation. Raising intonation is one way that we indicate that we are asking a question.

Question in English	Pregunta en español
Do I speak now?	¿Hablo ahora?
Do you speak Spanish?	¿Hablas español?
Does he speak English?	¿Habla inglés?
Do we speak?	¿Hablamos?
Do they speak German?	¿Hablan alemán?

Note:
In Spanish, there is a question mark at the beginning and at the end of questions. This way, you will know that it should be read *as a question* before you start reading it.

In English, we are not required to use the auxiliary verb "to do." All of the above questions could be formed without it. "I speak now?" and "you speak Spanish?" are perfectly good questions in English. In English, the auxiliary verb can soften the question and make it more obvious that the sentence is a question.

Sometimes, when forming questions, we can alter the normal order (placement) of the subject and verb. Consider the possible answers to the question: "You guys speak Spanish?"

Normal order (statement)	We do.
Normal order (question)	We do?
Altered order (question)	Do we?

When we reverse the normal order of the subject and verb in order to form questions, we emphasize the fact that it is a question. The same is true in Spanish, but the placement of the subject pronoun is even more flexible. Notice the placement of the subject pronoun in these questions:

Questions in English	Preguntas en español
Does he speak Spanish?	¿Habla español?
	¿Él habla español?
He speaks Spanish?	¿Habla él español?
	¿Habla español él?

To answer these questions, we could simply say "sí" or "no." However, it is very important to practice answering with more complete sentences, especially the verb conjugation.

Here are possible affirmative answers to these questions.

Affirmative Responses in English	Respuestas afirmativas en español
Yes.	Sí.
Yes, he does speak Spanish.	Sí, habla español.
Yes, he speaks Spanish.	Sí, él habla español.

Note:
The use of the subject pronoun (él) in the response is unnecessary, because the subject is already established in the question.

Negative Responses in English	Respuestas negativas en español
No.	No.
No, he does not speak Spanish?	No, no habla español.
	No, él no habla español.

Note:
In Spanish, the word "no" can appear twice in the responses. One answers the question, just like in English. The other negates the verb, just like the word "not" in English.

¿Tus amigos hablan español?
Sí, hablan español.
¿Hablan alemán?
No, no hablan alemán.

2.3.d. To acquire vocabulary related to common *-ar* verbs

Here are some common regular *-ar* verbs. They all conjugate exactly like *hablar* in the present tense.

Spanish	English
bailar	to dance
buscar	to look for
cantar	to sing
cenar	to eat dinner / to have dinner
comprar	to buy
desayunar	to eat breakfast / to have breakfast
desear	to want (desire)
enseñar	to teach
escuchar	to listen (to)
estudiar	to study
mandar	to send (something)
mirar	to watch
nadar	to swim
necesitar	to need
pagar	to pay (for something)
practicar	to practice
regresar	to return (to a location)
tocar	to touch / to play a musical instrument
tomar	to take / to drink
trabajar	to work
usar	to use / to wear (clothes)
viajar	to travel

Note:
Certain verbs include extra words in English.

buscar	to look *for*	Él busca un lápiz.	He is looking *for* a pencil.
cenar	to eat dinner	Ceno a las 6.	I eat *dinner* at 6.
desayunar	to eat breakfast	¿Desayunas aquí?	Do you eat *breakfast* here?
escuchar	to listen *to*	Escucho música clásica.	I listen *to* classical music.
pagar	to pay *for*	Pago la comida.	I pay *for* the food.

2.3: Para practicar en casa

2.3 Learning Objectives:
a. To fully understand the use of subject pronouns
b. To learn conjugations for regular *-ar* verbs
c. To be able to construct and respond to "yes or no" questions
d. To acquire vocabulary related to common *-ar* verbs

A. Which person?
Indicate which person (first, second, or third) is being mentioned.

MODELO:

yo _____*first*_____

1. vosotras _____
2. tú y tus amigos _____
3. ustedes _____
4. Hillary _____
5. Jorge _____
6. ellos _____
7. nosotros _____
8. tú y yo _____
9. mis amigos y yo _____
10. Roberto y María _____

B. Which pronoun?
Indicate which subject pronoun should be used to answer the following questions. The subject pronoun will often be omitted in the answer, but it is really important to identify the subject according to which the verb should be conjugated.

MODELO:

¿Tú hablas español? _____*yo*_____

1. ¿Vosotras buscáis el libro? _____
2. ¿Tus amigos y tú trabajan? _____
3. ¿Viajan ustedes mucho? _____
4. ¿Hillary toca la guitarra? _____
5. ¿Paga Jorge la entrada? _____
6. ¿Ellos toman limonada? _____
7. ¿Escuchamos música clásica? _____
8. ¿Bailamos tú y yo? _____
9. ¿Cantamos bien mis amigos y yo? _____
10. ¿Estudian mucho Roberto y María? _____

C. A Conjugar
Conjugate the verbs according to the subject provided to form complete questions.

1. ¿_____ (Tomar - tú) una clase de matemáticas?
2. ¿_____ (Bailar - tú) con tus amigos?
3. ¿_____ (Nadar - tú) en la piscina de la universidad?
4. ¿_____ (Desayunar) en Renata's?
5. ¿_____ (Cenar - tú) en la cafetería de la universidad?
6. ¿_____ (Escuchar - tú) música clásica?
7. ¿_____ (Mirar - tú) mucha televisión?
8. ¿_____ (Estudiar - tú) en la biblioteca?
9. ¿_____ (Hablar - tú) español?
10. ¿Tus amigos _____ (trabajar)?

D. Preguntas personales
Now answer the questions above based on your own experience. Here and in class, answer in complete sentences and play along, meaning if you are asked about your roommate, but you don't have one, just answer as if you did.

MODELO:
¿Trabajas en la librería?
Sí, trabajo en la librería.
or
No, no trabajo en la librería.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2.3: Para practicar en clase

2.3 Learning Objectives:
a. To fully understand the use of subject pronouns
b. To learn conjugations for regular *-ar* verbs
c. To be able to construct and respond to "yes or no" questions
d. To acquire vocabulary related to common *-ar* verbs

A. Entrevista
With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

1. ¿Nadas? ¿Nadas en la piscina de la universidad?
2. ¿Cenas en la cafetería de la universidad?
3. ¿Cenas a las seis? ¿Desayunas a las ocho?
4. ¿Tomas limonada? ¿Tomas cerveza?
5. ¿Viajas mucho?
6. ¿Estudias en la biblioteca de la universidad?
7. ¿Escuchas música técnica / clásica / rock / de México?
8. ¿Regresas a casa a las 10 de la noche?
9. ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
10. ¿Miras *Los diarios de vampiros*?

B. Más preguntas
With a classmate, ask and answer the following questions - be careful with the subject in the answer. Answer affirmatively and negatively just to practice.

1. ¿Tus amigos y tú trabajan?
2. ¿Tus amigos estudian en el bosque?
3. ¿Tú y tus amigos bailan?
4. ¿Cenas con tus amigos?
5. ¿Tus amigos tocan música / guitarra / piano?
6. ¿Vosotros viajáis frecuentemente?
7. ¿Tus amigos cantan?
8. ¿Pagas tus cuentas (bills)?
9. ¿Ustedes toman una clase de psicología?
10. ¿Tú y tus compañeros de clase usan computadoras en clase?

C. Las conjugaciones
With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

MODELO:
hablar
hablo, hablas, habla, hablamos, habláis, hablan

bailar	buscar	cantar
cenar	comprar	desayunar
desear	enseñar	escuchar
estudiar	mandar	mirar
nadar	necesitar	pagar
practicar	regresar	tocar
tomar	trabajar	viajar

D. Preguntas originales
Write five original questions with the verbs above. Then take turns asking and answering them with a classmate.

1. _____
2. _____
3. _____
4. _____
5. _____

E. Repaso
Make sure that you understand and can do the following:

1. Do you fully understand the difference between the first, second, and third persons?
2. Can you conjugate regular *-ar* verbs?
3. Do you know the meaning of the verbs in the list above?
4. Can you form "yes" or "no" questions with the verbs above?
5. Can you answer affirmatively and negatively when asked "yes" or "no" questions?
6. Can you answer the following questions in complete sentences?
    a. ¿Viajas mucho?
    b. ¿Usas tu teléfono en clase?
    c. ¿Tus amigos nadan en la piscina de la universidad?
    d. ¿Tus amigos y tu trabajan?

Tarea:
Complete *2.4 Para Estudiar en Casa* and *2.4 Para Practicar en Casa*.

2.4: Para estudiar en casa

2.4 Learning Objectives:
a. To learn conjugations for regular *-er* and *-ir* verbs
b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
c. To be able to ask and answer questions using common interrogative words

Introduction:
In this section, we will greatly expand our ability to conjugate Spanish verbs by learning the other two types of regular conjugations, *-er* and *-ir* verbs. We will continue to practice the verbs by asking questions, but now we will ask them with interrogative (question) words.

2.4.a. To learn conjugations for regular *-er* and *-ir* verbs

In section 2.3.b, you learned how to conjugate regular *-ar* verbs and what their conjugations mean in English. This knowledge will make it much easier to understand the conjugations and uses of regular *-er* and *-ir* verbs.

Just like *-ar* verbs, *-er* and *-ir* verbs have two parts. We will use the common verbs of *comer* (to eat) and *vivir* (to live) as examples.

Infinitivo (infinitive)	Raíz (stem)	Terminación (ending)
comer	*com-*	*-er*
vivir	*viv-*	*-ir*

The conjugations for regular *-er* and *-ir* verbs are very similar to regular *-ar* verb conjugations. Notice that the only difference between *-ar* verbs and *-er* verbs are the vowels (a ➔ e).

Singular			Plural		
yo	com*o*	viv*o*	nosotros/as	com*emos*	viv*imos*
tú	com*es*	viv*es*	vosotros/as	com*éis*	viv*ís*
él ella usted	com*e*	viv*e*	ellos ellas ustedes	com*en*	viv*en*

The endings for the *-er* and *-ir* verbs are identical, except for the nosotros and vosotros forms.

Singular		Plural		
yo	*-o*	nosotros/as	*-emos*	*-imos*
tú	*-es*	vosotros/as	*-éis*	*-ís*
él ella usted	*-e*	ellos ellas ustedes	*-en*	

2.4.b. To acquire vocabulary related to common regular *-er* and *-ir* verbs

Here are some common regular *-er* verbs. They all conjugate exactly like *comer* in the present tense.

Spanish	English
aprender	to learn
beber	to drink
comer	to eat
comprender	to understand
correr	to run
creer (en)*	to think, to believe (in)
deber	to owe, should, must
leer	to read
responder (a)*	to respond, to answer, to reply
vender	to sell

Here are some common regular *-ir* verbs. They conjugate exactly like *vivir*.

Spanish	English
abrir	to open
asistir (a)*	to attend (to go to an event)
compartir	to share, to divide up
cumplir	to fulfill, to carry out (obligations)
escribir	to write
insistir (en)*	to insist (on)
recibir	to receive
subir (a)*	to go up, to climb up
vivir	to live

Note:
Depending on what follows, certain verbs (*) can require prepositions and others can be used with infinites.

2.4.c. To be able to ask and answer questions using common interrogative words

In 2.3.c, you learned how to ask and answer "yes or no" questions. In this section, we will focus on interrogative words (question words) to form questions.

In previous sections, we have already used a few interrogative words. Here is a list of interrogative words that we will use in this section.

Spanish	English
¿cómo?	how?
¿cuándo?	when?
¿cuánto?	how much?
¿cuántos(as)?	how many?
¿cuál(es)?	what? / which?
¿dónde?	where?
¿por qué?	why?
¿qué?	what?
¿quién(es)?	who? / whom?

Note:
All interrogative words have written accent marks. The accent mark does not change which syllable of the word is stressed. Instead, the accent mark on interrogative words indicates that the word functions as a question. Notice the difference in the function of the word "where" in the following examples.

Spanish	English
¿Dónde vives?	Where do you live?
Sé donde vives.	I know where you live.

In the first example, "where" is an interrogative word and functions as a question. In the second example, it does not. In Spanish, this difference is indicated by the accent mark.

In the following examples, notice that the verb in the question is frequently required in the answer, although the subject may often be different.

Pregunta	Respuesta
¿Cómo estás?	Estoy bien.
¿Cuándo es la clase?	Es a las 2.
¿Cuánto dinero necesitas?	Necesito dos dólares.
¿Cuántos estudiantes hay en la clase?	Hay 25 estudiantes.
¿Cuál es tu deporte favorito?	Es el futbol americano.
¿Dónde vives?	Vivo en Chicago.
¿Por qué estudias español?	Estudio español porque mis amigos hablan español.

¿Qué escuchas?	Escucho música clásica.
¿Quién enseña la clase?	La profesora enseña la clase.

If there is a preposition in the question, the same preposition usually occurs in the answer.

Pregunta	**Respuesta**
¿*De* dónde eres?	Soy *de* Chicago.
¿*Para* quién es el libro?	Es *para* mi amiga.
¿*A* qué hora es el concierto?	Es *a* las 10.

Questions with interrogative words function the same way as "yes or no" questions. See section 2.3.c to review raising intonation, English auxiliary verb "to do," word order in questions, affirmative responses, and negative responses.

Note:
Both ¿*cuál*? and ¿*qué*? can mean "what?" in English. The main difference is with the verb *ser*. With the verb *ser*, ¿*qué*? asks for a definition, but ¿*cuál*? asks for a specific answer from a set of possibilities. Consider the following questions and answers.

¿Qué es tu número de teléfono?
Es el número para llamarme.
¿Cuál es tu número de teléfono?
Es (707) 555-8292.

What is your telephone number?
It's the number you dial to call me.
What is your telephone number?
It's (707) 555-8292.

¿Qué es tu deporte favorito?
Es el deporte que me gusta más.
¿Cuál es tu deporte favorito?
Es el futbol.

What's your favorite sport?
It's the one I like the most.
What's your favorite sport?
It's soccer.

Note:
In English, we would rarely ask the above questions that start with *¿qué es?* However, whenever we are asking for a definition, we would say *¿qué es?* (i.e. *¿Qué es una preposición?*)

2.4: Para practicar en casa

2.4 Learning Objectives:
a. To learn conjugations for regular *-er* and *-ir* verbs
b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
c. To be able to ask and answer questions using common interrogative words

A. Verbos -er y -ir
Conjugate the verbs in parenthesis according to the subject.

1. ¿Vosotras _____ (vivir) en Los Ángeles?
2. Tú y tus amigos _____ (comprender) la información.
3. Ustedes _____ (abrir) los libros.
4. Carla _____ (compartir) la comida.
5. Álvaro _____ (asistir) a la clase.
6. Ellos _____ (leer) los libros.
7. Nosotros _____ (comer) hamburguesas.
8. Tú y yo _____ (subir) el árbol (tree).
9. Mis amigos y yo _____ (escribir) poemas.
10. Darío y Candela _____ (vender) cerámica.

B. ¿Cuál verbo?
Choose the most appropriate verb and conjugate it according to the context of each sentence.

MODELO:
¿Tú (vivir / aprender) español? _____*aprendes*_____

1. ¿Vosotras (beber / abrir) el libro? _____
2. ¿Tus amigos y tú (vivir / creer) en Arcata? _____
3. ¿(Comprender / Subir) ustedes el poema? _____
4. ¿Juana (asistir / comer) a la clase? _____
5. ¿Raúl (comprender / abrir) la puerta? _____

6. ¿Ellos (beber / leer) limonada? _____
7. Nosotros (vender / escribir) la frase. _____
8. Tú y yo (insitir / vivir) en California. _____
9. ¿Tú (creer / abrir) que hay mucha tarea? _____
10. Mateo (deber / aprender) español. _____

C. Preguntas personales
Write the answers to these questions according to your personal experience.

MODELO:
¿Dónde trabajas?
Trabajo en la librería.

1. ¿Por qué estudias español? _____
2. ¿Con quién cenas? _____
3. ¿Dónde trabajas? _____
4. ¿De dónde es tu mejor amigo? _____
5. ¿Cómo está tu mejor amigo? _____
6. ¿Cuándo estudias? _____
7. ¿Qué lees? _____
8. ¿Cuál es tu clase favorita? _____
9. ¿Cuál es tu número de teléfono? _____
10. ¿A qué hora es tu clase favorita? _____
11. ¿Por qué estudias en HSU? _____
12. ¿Cómo es tu clase favorita? _____
13. ¿Qué bebes para el desayuno? _____
14. ¿Cuántas clases tomas? _____
15. ¿Cuántos bolígrafos tienes? _____

D. Preguntas originales
Write ten original questions for your classmates using question words and -er and -ir verbs.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2.4: Para practicar en clase

2.4 Learning Objectives:
a. To learn conjugations for regular *-er* and *-ir* verbs
b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
c. To be able to ask and answer questions using common interrogative words

A. Entrevista
With a classmate, ask and answer the following questions. Be sure to answer affirmatively and negatively just to practice.

1. ¿Lees mucho? ¿Lees en la biblioteca de la universidad?
2. ¿Comes en la cafetería de la universidad?
3. ¿Asistes a clase todos los días?
4. ¿Aprendes matemáticas / español / filosofía / sociología?
5. ¿Abren la librería a las 5 de la mañana?
6. ¿Bebes leche / cerveza / limonada / café / té?
7. ¿Escribes novelas / poemas / canciones (songs)?
8. ¿Lees las noticias (news) / la tarea / ?
9. ¿Trabajas en la librería de la universidad? ¿Dónde trabajas?
10. ¿Miras *Los diarios de vampiros*?

B. Asociaciones
Discuss with a classmate which verbs you can associate with the following ideas. Provide the infinitive. There can be several answers for each idea.

1. un libro de texto
2. un poema
3. una limonada o una cerveza
4. la librería
5. una tienda (store)
6. la literatura, las matemáticas, etc.
7. una puerta o una ventana
8. un restaurante
9. la tarea
10. en tu casa

C. Las conjugaciones
With a classmate, use the list of verbs below and take turns fully conjugating them. Tell your partner the verb you want them to conjugate.

MODELO:
comer
como, comes, como, comemos, coméis, comen

abrir	aprender	asistir (a)
beber	comer	compartir
comprender	creer (en)	cumplir
deber	escribir	insistir (en)
leer	recibir	responder (a)
subir (a)	vender	vivir
trabajar	escuchar	bailar

D. Preguntas originales
Ask a partner the original questions you wrote in the *Para practicar en casa* section. Write down their answers.

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____

E. Repaso
Make sure that you understand and can do the following:

1. Can you conjugate regular *-er* and *-ir* verbs?
2. Do you know the meaning of the verbs in the list above?
3. Can you answer the following questions in complete sentences?
    a. ¿Por qué vives en Humboldt?
    b. ¿Comprendes la gramática nueva?
    c. ¿Dónde comes?
    d. ¿Qué lees normalmente?

Tarea:
Complete *2.5 Para Estudiar en Casa* and *2.5 Para Practicar en Casa*.

2.5: Para estudiar en casa

2.5 Learning Objectives:
a. To learn the present tense conjugation of the verb *estar*
b. To modify nouns using *estar* and adjectives
c. To be able to use *estar* for location

Introduction:
In this section, we will focus on two uses of a very common and important verb, *estar*. You have already used this verb to express how you are. Now we will learn the full present tense conjugation of *estar*, new adjectives to use with this verb, and how to tell where nouns are located.

2.5.a. To learn the present tense conjugation of the verb *estar*

Ser and *estar* are two verbs that express "to be" in English. You will study the differences between *ser* and *estar* in Chapter 4. For now, think of *ser* as describing characteristics (she is intelligent) and *estar* as describing conditions (she is tired).

Estar is an *-ar* verb, but it is also irregular, so it does not exactly conjugate like *hablar*. Carefully study and practice saying out loud the full conjugation of *estar*.

Singular		Plural	
yo	est*oy*	nosotros/as	est*amos*
tú	est*ás*	vosotros/as	est*áis*
él ella usted	est*á*	ellos ellas ustedes	est*án*

Note:
Notice that the ending for the *nosotros* and *vosotros* are the same as regular *-ar* verbs. The other forms are irregular. The *y* at the end of the conjugation for *yo* and the written accents on the other forms change which syllable is stressed. For those subjects, regular *-ar* verbs stress the second-to-last syllable, but these all stress the last syllable. Consider the written accent to be as important as a letter. If you do not include it, not only is it misspelled, but it could also mean something completely different.

2.5.b. To modify nouns using *estar* and adjectives

In chapter 1, we introduced the use of *ser* with adjectives. Ser is used when the adjective is a characteristic (referring to professions, religions, qualities of the noun). *Estar* is used to describe states and conditions. Notice the different types of adjectives in the following examples.

Pregunta	Respuesta
¿Cómo eres?	Soy inteligente, generoso y organizado.
¿Cómo estás?	Estoy alegre, entusiasmado y contento

As with all adjectives, they must agree in gender and number with the noun they modify. As a review, here are the different forms of the adjectives above:

Gender / Number	Singular	Plural
Masculine	alegre, generoso, contento	alegres, generosos, contentos
Feminine	alegre, generosa, contenta	alegres, generosas, contentas

The most common word used with *estar* is *bien* (well). It's actually an adverb and, therefore, there is only one form.

Pregunta	Respuesta
¿Cómo estás?	(Estoy) bien.
¿Cómo están tus familiares?	(Están) bien.

The following adjectives describe states and conditions and are typically used with *estar*.

Spanish	**English**
aburrido	bored
apurado	hurried, in a hurry
bien	well (good)
borracho	drunk
cansado	tired
enfermo	sick
entusiasmado	enthusiastic
feliz	happy
furioso	furious, angry, mad
listo	ready
loco	crazy
nervioso	nervous
orgulloso	proud
sano	healthy
tranquilo	calm, quiet
triste	sad

MODELO:

¿Cómo está tu hermana?
Está feliz, orgullosa y entusiasmada.
¿Cómo están tus primos?
Están nerviosos, cansados y apurados.
¿Cómo están tus primas?
Están tranquilas, aburridas y tristes.
¿Cómo estás?
Estoy bien.

2.5.c. To be able to use *estar* for location

One of the uses of *estar* is to express location. We use *estar* to ask where something is and to express where something is. Consider the following sentences.

Pregunta	Respuesta
¿Dónde estás?	Estoy en mi casa.
¿Dónde está el libro de texto?	Está en mi mochila.
¿Dónde están los estudiantes?	Están en clase.

We often use the word *en* when using *estar* for location. In the following examples, notice how the word *en* is expressed differently in English.

Spanish	English
Estamos *en* California.	We're *in* California.
Mi teléfono está *en* la mesa.	My phone is *on* the table.
Los niños están *en* casa.	The boys are *at* home.

Note:
When expressing location, use "*en"* to express "at" ("at home"). When expressing time, use "*a*" to express "at" ("at two o'clock").

The following words can be used to express location without the word *en*.

Spanish	English	Example
aquí	here	*Estamos aquí.*
allí	over there	*Estáis allí.*
allá	(way) over there	*Están allá.*

As in English, the use of these words is relative (depending on the perspective of the speaker).

2.5: Para practicar en casa

2.5 Learning Objectives:
a. To learn the present tense conjugation of the verb *estar*
b. To modify nouns using *estar* and adjectives
c. To be able to use *estar* for location

A. La conjugación del verbo estar
Conjuga el verbo *estar* segun el contexto (el sujeto).

1. Mi familia _____ feliz.
2. Mis primos y yo _____ en la casa de mi abuela.
3. Las sobrinas de mis amigos _____ orgullosas.
4. ¿Dónde _____ tú?
5. Vosotros _____ en la universidad.
6. Mi hermano _____ muy contento.
7. Yo _____ con mi familia en California.
8. Mis hijos _____ en la casa de mi madre.
9. Mis abuelos _____ bien.
10. ¿Cómo _____ tus amigos?

B. Estar con adjetivos
Using your own relatives (or imaginary/ideal ones) complete the following sentences with *estar* and adjectives presented in this section. Make sure that the verb is conjugated for the correct subject and that the adjectives agree with the noun.

MODELO:
Mis padres _____ están contentos. _____

1. Mi esposa _____
2. Mis gatos _____
3. Mis primos _____
4. Mi hermana _____
5. Mis hermanos _____
6. Mi abuela _____
7. Mis tías _____

8. Mis hijos _____

9. Mi sobrina _____

10. Mis cuñados _____

C. ¿Dónde está?
Use the following elements to form complete sentences following the model.

MODELO:
él/su casa Él está en su casa.

1. Roberto/Arcata _____
2. los estudiantes/clase _____
3. Mi cuaderno/mi mochila _____
4. yo/mi apartamento _____
5. guitarra/la mesa _____
6. ellos/el restaurante _____
7. mi perro/el sofá _____
8. Mi abuela/la cama _____
9. mis hermanas/el carro _____
10. vosotras/aquí _____

D. Preguntas originales
Using the question words (¿por qué?, ¿cuántos?, ¿dónde?, etc.) and the verb estar, write 10 original questions for your classmates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

2.5: Para practicar en clase

2.5 Learning Objectives:
a. To learn the present tense conjugation of the verb *estar*
b. To modify nouns using *estar* and adjectives
c. To be able to use *estar* for location

A. Entrevista
With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences and provide other answers for what people are doing.

1. ¿Cómo estás?
2. ¿Dónde estás tú en este momento?
3. ¿Cómo está tu mejor amigo?
4. ¿Dónde está tu mejor amigo?
5. ¿Cómo están tus primos?
6. ¿Dónde están tus primos ?
7. ¿Cómo están tus padres?
8. ¿Cómo está tu hermana?
9. ¿Dónde está tu hermana?
10. ¿Dónde está tu casa?

B. La conjugación de *estar*
Conjugate *estar* for the following subjects. Once you are done, compare your answers with a classmate's and then check your answers. Make sure that you have spelled all conjugations correctly. Pay special attention to the *tildes*.

yo _____ nosotros _____

tú _____ vosotros _____

usted _____ ustedes _____

C. ¿Cómo estás y dónde estás?
With a classmate, ask and answer how and where the following people are. Use two adjectives and be creative (i.e. answer as if you had children even if you don't).

MODELO:
(tus hijos)
¿Cómo están tus hijos?
Están contentos y orgullosos.
¿Dónde están (tus hijos)?
Están en la casa de mi madre.

1. (tu perro)
2. (tus abuelos)
3. (tu suegra)
4. (tu madre)
5. (tu padre)
6. (tu hija)
7. (tus tíos)
8. (tu prima)
9. (tus sobrinos)
10. (tus nietos)

D. Preguntas originales
Ask your classmate the question you wrote in the *Para practicar en casa* section. Write their answers.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

E. Repaso
Make sure that you understand and can do the following:

1. Can you correctly conjugate the verb *estar*?
2. Can you describe states and conditions with *estar* and some adjectives?
3. Do you know how to express location with *estar*?
4. Can you answer the following questions in complete sentences?
   a. ¿Dónde estás?
   b. ¿Cómo estás?
   c. ¿Dónde está tu mochila?
   d. ¿Cómo están tus abuelos?

Tarea:
Complete *2.6 Para Estudiar en Casa* and *2.6 Para Practicar en Casa*.

2.6: Para estudiar en casa

2.6 Learning Objectives:
a. To learn the present tense conjugation of the verb *tener*
b. To learn and be able to use special expressions with the verb *tener*
c. To be able to use *tener* and other verbs with infinitives

Introduction:
In this section, we will practice a very common and useful verb: *tener*. First, we will learn its conjugation, which is irregular. Then we will learn to use several useful idioms with the verb *tener*. Lastly, we will learn to combine *tener* and other verbs with infinitives.

2.6.a. To learn the present tense conjugation of the verb *tener*

Tener means "to have" in English, but only in the sense of possession, as in "I *have* three brothers"; it is not the same as the auxiliary verb "to have," as in "I *have* done that" or "I *have* dinner" (as in "to eat").

Tener is an *-er* verb, but it is also irregular, so it does not exactly conjugate like *comer*. However, the endings are the same, it is the stem that is irregular. You will learn more verbs like *tener*, so it is important to get a good foundation to help you acquire other irregular verbs.

Carefully study and practice saying out loud the full conjugation of *tener*.

Singular		Plural	
yo	tengo	nosotros/as	tenemos
tú	tienes	vosotros/as	tenéis
él ella usted	tiene	ellos ellas ustedes	tienen

Note:
There is a "g" in the *yo* form.
There is a "stem change" (*cambio de raíz*) of ***e → ie*** in the *tú, usted,* and *ustedes* forms.
That stem change does not appear in the *yo, nosotros,* or *vosotros* forms.
The endings are the same as all other *-er* verbs, like *comer*.

Read carefully the following examples:

¿Cuántos hermanos tienes?
Tengo tres hermanos.
¿Cuántas hermanas tienes?
Tengo tres hermanas.
¿Cuántos primos tienen ustedes?
Tenemos muchos primos porque tenemos muchos tíos.

2.6.b. To learn and be able to use special expressions with the verb *tener*

Besides referring to possession, *tener* is used to express states of being. In English, we use other verbs, like "to be," for these ideas, so try not to think of these as direct (word-for-word) translations, rather, focus on the meaning of what is being expressed.

***Tener* Expression**	**English Equivalent**
tener # años	to be # years old
tener hambre	to be hungry
tener sed	to be thirsty
tener calor	to be hot*
tener frío	to be cold
tener sueño	to be sleepy
tener razón	to be correct
tener miedo	to be afraid
tener prisa	to be in a hurry

Note:
*The expression *tener calor* refers to body heat. Be aware that *ser/estar caliente* referring to people means to being attractive/horny. *Picante* refers to spicy hot.

Carefully read the following examples.

¿Cuántos años tienes?
Tengo veintidós años.
¿Cómo estás?
Tengo (mucha) hambre.
¿Tienes sed.
No, no tengo sed.
¿Tienes calor?
No. Tengo frío.
¿Cómo estás?
Tengo sueño.
Tienes miedo.
Sí, tengo (mucho) miedo; no me gustan los monstruos.

¿Tienes unos minutos?
No. No tengo tiempo. Tengo mucha prisa.
2 + 2 = 4.
Tienes razón.

2.6.c. To be able to use *tener* and other verbs with infinitives

Tener can be combined with the infinitives of other verbs to express "to feel like *do*ing" and "to have to *do*."

***Tener* Expression**	**English Equivalent**
tener ganas de *hacer*	to feel like *doing*
tener que *hacer*	to have *to do*

Consider the following examples.

¿Tienes ganas de comer?
Sí, tengo ganas de comer.

¿Tenemos que estudiar hoy?
Sí, tenemos que estudiar todos los días.

Besides *tener*, many other verbs can also be combined with infinitives of other verbs. Here are some that you may have already learned.

Infinitive Expression	**English Equivalent**
necesitar *hacer*	to need *to do*
(Le) gusta *hacer*	to like *to do*
desear *hacer*	to desire/want *to do*
deber *hacer*	to must *do*/should *do*

MODELO:
¿Ustedes necesitan beber más agua?
Sí, necesitamos beber más agua.
¿Les gusta bailar?
Sí, nos gusta bailar.
¿Desean comer ahora?
Sí. Tenemos mucha hambre.
¿Deben responder en frases completas?
Sí, debemos responder en frases completas.

There are many other verbs that can be combined with infinitives.

2.6: Para practicar en casa

2.6 Learning Objectives:
a. To learn the present tense conjugation of the verb *tener*
b. To learn and be able to use special expressions with the verb *tener*
c. To be able to use *tener* and other verbs with infinitives

A. La conjugación de *tener*
Complete the following sentences by conjugating the verb *tener* according to the context.

1. Roberto _____ dos hermanas.
2. Nosotros _____ una casa en Humboldt.
3. Ellas _____ que estudiar más.
4. Tú _____ ganas de comer.
5. Yo _____ una familia muy grande.
6. Usted _____ muchos primos.
7. ¿Vosotros _____ parientes en California?
8. Yo no _____ hermanos.
9. Ana y Mónica _____ tíos que viven en Nevada.
10. Ustedes _____ mucha tarea.

B. Preguntas personales
Answer the following questions in complete sentences using the verb *tener*.

1. ¿Cuántos hermanos tienes?

_____

2. ¿Tienes sed?

_____

3. ¿Tienes hambre?

_____

4. ¿Tienes ganas de bailar?

_____

5. ¿Cuántos primos tienes?

_____

6. ¿Tienes frío?

_____

7. ¿Tienes miedo de las serpientes?

_____

8. ¿Tienes que trabajar hoy?

9. ¿Tienes sueño?

10. ¿Cuántos años tienes?

C. La traducción
Translate the following into Spanish using the two verb structures discussed in this section.

1. My father has to work.

2. I feel like singing.

3. Our sisters want to travel.

4. Her aunts have to sing.

5. My cousins like to write.

6. I need to study Spanish.

7. My spouse wants to eat.

8. My family and I should swim.

9. You guys need to eat.

10. You have to visit your cousin.

D. Sujetos diferentes
Write each expression using the following subject pronouns: tú, él, nosotros, vosotros, ellas.

MODELO:

Tengo sed. *Tienes sed, Tiene sed, Tenemos sed, Tenéis sed, Tienen sed.*

1. Tengo hambre.

2. Tengo sueño.

3. Tengo miedo.

4. Tengo que estudiar.

5. Tengo ganas de comer.

2.6: Para practicar en clase

2.6 Learning Objectives:
a. To learn the present tense conjugation of the verb *tener*
b. To learn and be able to use special expressions with the verb *tener*
c. To be able to use *tener* and other verbs with infinitives

A. El verbo tener

- With a classmate, take turns practicing the conjugation of *tener*. Tell them a subject pronoun (yo, tú, él, ella, usted, nosotros, vosotros, ellos, ellas) and they say the conjugation.
- Continue taking turns, this time, instead of a subject pronoun, tell them a random subject (mi hermano Tomás, los compañeros de clase, mi novia y yo).
- Finally, take turns conjugating the entire verb.

B. Entrevista
With a classmate, ask and answer the following questions using complete sentences. Be creative with responses to the open-ended questions.

1. ¿Tienes frío? ¿Quién tiene frío? ¿Tienes calor? ¿Cuándo tienes calor?
2. ¿Tienes hambre? ¿Quién tiene hambre? ¿Tienes sed? ¿Cuándo tienes sed?
3. ¿Tienes que trabajar hoy? ¿Tienes que estudiar hoy?
4. ¿Tienes prisa? ¿Cuándo tienes prisa?
5. ¿Tienes ganas de viajar? ¿Adónde tienes ganas de viajar?
6. ¿Cuántos años tienes? ¿Cuántos hermanos tienes? ¿Cuántas clases tienes este semestre?
7. ¿Tienes sueño? ¿Cuándo tienes sueño?
8. ¿Tienes miedo? ¿De qué tienes miedo?
9. ¿Debemos responder con frases completas?
10. ¿Tenemos que ser creativos?

C. "Tienes que" and "Tengo ganas de"
With a classmate, take turns asking and answering questions. For the questions use the list of verbs below and "tener que." Answer affirmatively, but then add a "tener ganas de" preference. Follow the model.

MODELO:

¿Tienes que trabajar hoy?

Sí, pero tengo ganas de bailar. ¿Tienes que estudiar hoy?

Sí, pero tengo ganas de escuchar música.

escuchar música	beber agua
mirar la televisión	comer una hamburguesa
nadar en la playa	leer una novela
trabajar	escribir un poema
viajar a Europa	abrir la ventana
cenar	aprender más verbos
estudiar	comprender la gramática
bailar	asistir a un concierto
cantar	compartir una actividad

D. Expresiones con el verbo *tener*

With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

MODELO:

Bebo mucha agua. "Tengo sed."

1. Los estudiantes comen una ensalada.
2. Son las 11:50 y tengo clase a las 12. Necesito llegar a tiempo.
3. Ustedes tienen un examen mañana y necesitan aprender la gramática.
4. Hay unas serpientes en la casa de la profesora.
5. Estamos en las montañas. Es de noche. No tenemos chaqueta.
6. Te gusta mirar la televisión y no tienes que trabajar.
7. Es de noche después de un día muy ocupado.
8. Vosotros bebéis mucha limonada.
9. Estamos en Las Vegas en junio durante el día.
10. No me gustan las arañas (spiders) y hay muchas aquí.

E. Repaso

Make sure that you understand and can do the following:

1. Do you know the full conjugation of the verb *tener*?
2. Do you understand the uses of *tener*?
3. Can you use two verbs together to refer to the same subject?
4. Can you answer the following questions in complete sentences?
   a. ¿Cuántos hermanos tienes?
   b. ¿Tienes sed/hambre/sueño/frío/calor/miedo/prisa?
   c. ¿Qué tienes que hacer hoy?
   d. ¿Necesitas trabajar hoy?

Tarea:

Complete *2.7 Para Estudiar en Casa* and *2.7 Para Practicar en Casa*.

2.7: Para estudiar en casa

2.7 Learning Objectives:
a. To be able to form EQUAL comparisons of nouns and adjectives
b. To be able to form UNEQUAL comparisons of nouns and adjectives
c. To be able to form superlatives

Introduction:
In this lesson, we will learn about EQUAL and UNEQUAL comparisons of nouns and adjectives.

Preliminary Note:
Be very careful to use the correct subject pronoun for both sides of the comparison. In conversational English, it is very common to use object pronouns instead of subject pronouns for comparisons. Although this is common, it is technically grammatically incorrect in formal English.

Conversational English	Formal English
I take as many classes as **her**.	I take as many classes as **she** (takes).
You take more classes than **me**.	You take more classes than **I** (take).
I am as tall as **them**.	I am as tall as **they** (are).
She is older than **him**.	She is older than **he** (is).

Since this is so common in English, it often leads to grammatical mistakes in Spanish. Always use subject pronouns for both sides of comparisons.

Note:
In formal English, we can repeat the verb or use the auxiliary verb "to do": (You have more brothers than **I have** / You have more brothers than **I do**). However, the verb should not be repeated in Spanish: (*Tú lees tanto como yo*).

2.7.a. To be able to form EQUAL comparisons of nouns and adjectives

To form EQUAL comparisons (*comparaciones iguales*) in English, we usually use "as .... as". In Spanish, this is replaced with forms of "*tanto ... como*". The form of "*tanto"* depends on what is being compared. Here are the formulas for EQUAL comparisons.

EQUAL Comparisons of:	***Español***	**Inglés**
Nouns	*tanto/a/os/as (sustantivo) como*	as many (noun) as / as much (noun) as
Adjectives	*tan (adjetivo) como*	as (adjective) as

Sustantivos / Nouns

Español	Inglés
*Él tiene tanto **dinero** como ella.*	He has as many **money** as she does.
*Ella tiene tanta **ropa** como nosotros.*	She has as much **clothes** as we have.
*Compro tantos **libros** como tú.*	I'm buying as many **books** as you.
*Ellos toman tantas **clases** como yo.*	They take as many **classes** as I do.

Note:
When comparing nouns, *tanto* functions as an adjective; therefore, there are four forms depending on the gender and number of the noun (*tanto, tanta, tantos, tantas*).

Adjetivos / Adjectives

Español	Inglés
*Nosotros estamos tan **cansados** como él.*	We are as **tired** as he is.
*Tú eres tan **bonita** como ella.*	You are as **pretty** as she is.
*Ellos son tan **estudiosos** como yo.*	They are as **studious** as I am.
*Yo estoy tan **nervioso** como ellas.*	I am as **nervous** as she is.

Note:
Don't forget that adjectives must agree with the noun they modify. With comparisons, there are two nouns and the adjective should agree with the first one (the subject of the verb).

2.7.b. To be able to form UNEQUAL comparisons of nouns and adjectives

To form UNEQUAL comparisons (*comparaciones desiguales*) in English, we usually use "more (or less/fewer) .... than". In Spanish, this is replaced with forms of "*más (o menos) ... que*". Here are the formulas for UNEQUAL comparisons.

UNEQUAL Comparisons of:	*Español*	Inglés
Nouns	*más / menos (sustantivo) que*	more / less (noun) than
Adjectives	*más / menos (adjetivo) que*	more / less (adjective) than (adjective) + er than

Sustantivos / Nouns

Español	Inglés
*Él tiene más **dinero** que ella.*	He has more **money** than she does.
*Ella toma menos **clases** que nosotros.*	She takes fewer **classes** than we do.
*Compro más **libros** que tú.*	I'm buying more **books** than you.
*Ellos beben menos **café** que yo.*	They drink less **coffee** than I do.

Note:
In English, we use "fewer" for things that can be counted individually (classes) and "less" for things that are measured (coffee), abstract ideas (happiness), and nouns without common plural forms (money).

Adjetivos / Adjectives

Español	Inglés
*Nosotros somos más **activos** que él.*	We are more **active** than he is.
*Tú eres más **bonita** que ella.*	You are **prettier** than she is.
*Ellos son menos **estudiosos** que yo.*	They are less **studious** than I am.
*Yo estoy más **aburrido** que ellas.*	I am more **bored** than she is.

Note:
Notice how some translations have different structures in English. Don't forget that in Spanish adjectives must agree with the nouns they modify.

Adjetivos irregulares / Irregular Adjectives

As in English, there are some adjectives that are irregular. For example, we do not say: "she is *more good* than someone else". Instead, we say: "she is better". Fortunately, some irregular adjectives are the same in Spanish and English. Study the following irregular adjectives.

Español	Inglés
más bueno/a/os/as ➔ mejor/mejores	more good ➔ better
más malo/a/os/as ➔ peor/peores	more bad ➔ worse
more joven/es ➔ menor/menores	more young ➔ younger
más viejo/a/os/as ➔ mayor/mayores	more old ➔ older

MODELO:

*Mi clase de biología es **mejor** que mi clase de matemáticas.*
*Este equipo es **peor** que el otro equipo.*
*Mi primo es **menor** que yo.*
*Mis padres son **mayores** que tus padres.*

2.7.c. To be able to form superlatives

The superlatives (*los superlativos*) are a special type of comparison. Superlatives express "the best", "the most", "the worst", etc. of a given set. Superlatives can be formed with most adjectives. Always use the definite article to create superlatives. Here is the formula for creating superlatives.

SUPERLATIVES of:	*Español*	Inglés
Adjectives	*el/la/los/las (noun) más (adjetivo) de (grupo)*	the most (adjective) (noun) of/in (group)

MODELO:

*Bill Gates es la persona más **rica** del mundo.*
*El mandarín es el idioma más **difícil** de todos.*
*Las secoyas son los árboles más **altos** del mundo.*
*El fútbol es el deporte más **popular** de todos.*

Note:
The adjective must agree with the noun it modifies, not necessarily the subject of the sentence.

Superlativos irregulares / Irregular Superlatives

Mejor/peor usually precede the nouns.

Irregular Superlatives of:	*Español*	Inglés
mejor /mejores	*el/la/los/las mejor/mejores (noun) de (grupo)*	the best (noun) of/in (group)
peor / peores	*el/la/los/las peor/peores (noun) de (grupo)*	the worst (noun) of/in (group)

Menor/mayor do not require the nouns.

Irregular Superlatives of:	*Español*	Inglés
menor / menores	*el/la/los/las menor/menores de (grupo)*	the youngest of/in (group)
mayor / mayores	*el/la/los/las mayor/mayores de (grupo)*	the oldest of/in (group)

MODELO:

*Kevin Durant es el **mejor** jugador de básquetbol este año.*
*Los estudiantes de español son los **mejores** estudiantes de HSU.*
*Los exámenes de química son los **peores** exámenes de todos los exámenes.*
*Meryl Streep es la **mejor** actriz de todas.*
*Mi hija es la **menor** de la familia.*
*Mi madre es la **mayor** de la familia.*

2.7: Para practicar en casa

2.7 Learning Objectives:
a. To be able to form EQUAL comparisons of nouns and adjectives
b. To be able to form UNEQUAL comparisons of nouns and adjectives
c. To be able to form superlatives

A. Las comparaciones iguales.
Mónica and Michelle are identical twins. They are the same. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

MODELO:

ser **feliz** (=) Mónica es tan feliz como Michelle.

1. ser **alto** (=) _____
2. ser **inteligente** (=) _____
3. ser **bonito** (=) _____
4. tener **zapatos** (=) _____
5. leer **libros** (=) _____
6. estar **sano** (=) _____
7. tener **hermanos** (=) _____

B. Las comparaciones desiguales
Melissa is Mónica's friend. She is completely different. Write comparisons according to the clues. Make sure that the adjectives agree with the nouns they modify.

MODELO:

ser **feliz** (+) Melissa es más feliz que Mónica.

1. ser **alto** (-) _____
2. ser **inteligente** (-) _____
3. ser **bonito** (+) _____
4. tener **zapatos** (-) _____
5. leer **libros** (+) _____
6. estar **sano** (+) _____
7. tener **hermanos** (+) _____

C. Los superlativos
Nancy is Melissa, Mónica, and Michelle's friend, but she is rather extreme. She is the best. Write superlative statements about her according to the clues.

MODELO:
feliz Nancy es la más feliz de todas.

1. ser **alto** _____
2. ser **inteligente** _____
3. ser **bonito** _____
4. ser **bueno** _____
5. ser **viejo** _____

D. Preguntas personales
Contesta las preguntas con frases completas.

1. ¿Quién es más alto, tu madre o tu padre?

_____

2. ¿Quién es el mayor de tu familia? ¿Quién es el menor de tu familia?

_____

3. ¿Quién es tan bonita como tu madre?

_____

4. ¿Quiénes tienen más zapatos, los hombres o las mujeres?

_____

5. ¿Quién es el más alto de tu familia?

_____

6. ¿Quién es más alto que tú? ¿Quién es menos alto que tú?

_____

7. ¿Quién toma más clases que tú? ¿Quién toma menos clases que tú?

_____

2.7: Para practicar en clase

2.7 Learning Objectives:
a. To be able to form EQUAL comparisons of nouns and adjectives
b. To be able to form UNEQUAL comparisons of nouns and adjectives
c. To be able to form superlatives

A. Entrevista
With a partner, take turns asking and answering the *Preguntas personales* from 2.7 *Para practicar en casa*.

B. Conversaciones
With a partner or two, discuss the following:

1. el mejor restaurante y el peor restaurante de Arcata
2. la mejor actriz y la peor actriz
3. la mejor película y la peor película
4. el mejor libro y el peor libro
5. la ropa más importante para el hombre y para la mujer
6. el lugar más relejante de Humboldt y el lugar menos relejante
7. el día de la semana más divertido y menos divertido
8. el cuarto más importante de la casa y el menos importante
9. el problema más grave del mundo
10. el mejor deporte

C. Entre tú y yo (between you and me)
With a classmate, compare yourselves. Discuss and form comparisons for the following:

MODELO:
tomar **clases** ➔ ¿Cuántas clases tomas? ➔ Tú tomas tantas clases como yo.

1. tener **hermanos**
2. ser **alto**
3. tener **primas**
4. tener **años (mayor/menor)**
5. ser **atlético**

6. estar **cansado**

7. tener **hambre**

D. ¿Estereotipos?
Discuss the following pairs and form original EQUAL and UNEQUAL comparisons for a) nouns and b) adjectives.

MODELO:
los hombres / las mujeres
a) sustantivo: Los hombres tienen tantos **problemas** como las mujeres.
b) adjetivo: Las mujeres son más **inteligentes** que los hombres.

1. los estudiantes / los profesores

a. _____ b. _____

2. los republicanos / los demócratas

a. _____ b. _____

3. los niños / los adultos

a. _____ b. _____

4. los chicos / las chicas

a. _____ b. _____

5. los rubios (blondes) / los morenos (brunettes)

a. _____ b. _____

E. Repaso
Make sure that you understand and can do the following:

1. Can you form EQUAL comparisons of nouns and adjectives?
2. Can you form UNEQUAL comparisons of nouns and adjectives?
3. Can you form superlatives?
4. Can you answer the following questions in complete sentences?
   a. ¿Quién es más alto, tú o tu mejor amigo?
   b. ¿Quién es el mayor de tu familia?
   c. ¿Quién tiene más hermanas, tú o tu mejor amigo?

Tarea:
Complete *2.8 Para Estudiar en Casa* and *2.8 Para Practicar en Casa*.

2.8: Para estudiar en casa

2.8 Learning Objectives:
a. To understand the culture behind Spanish last names
b. To review and practice what you learned in 2.1-2.8

Introduction:
As we come to the end of the second chapter, we will continue our discussion of families with particular emphasis on the cultural system of using two last names in the Spanish-speaking world. In addition, before moving on to the next chapter, we will review the language and culture topics that were covered in chapter 2 and complete a capstone project.

2.8.a To understand the culture behind Spanish last names

Read out loud the following passage a few times. Try to focus on the pronunciation of the letters and the correct syllable stress. Use the context of the passage to help you understand any words that you do not know. If you cannot figure out what a word means by using the context, look up the meaning. There are questions and exercises based on this passage in the "*2.8: Para Practicar en Casa*" section below.

El sistema de dos apellidos

Los apellidos indican las relaciones familiares con nuestros antepasados. Indican que somos parte de unos grupos específicos (las familias de nuestros padres). En muchos países donde se habla español es muy común que las personas tengan dos apellidos. El sistema de dos apellidos es el resultado de muchos procesos históricos.

En los Estados Unidos es más común sólo mantener el apellido del padre. Entonces, ¿por qué tener dos apellidos? Pues, la respuesta es simple: tenemos el apellido del padre y el apellido de la madre. Juntos los dos apellidos documentan la decendencia familiar de la familia del padre y de la madre también.

Hoy día, hay debate sobre el orden de los apellidos, pero típicamente cuando nace un bebé en un país hispanohablante, recibe dos apellidos, el primero es del padre y el segundo es de la madre. Considerar este ejemplo.

Juan es el hijo de Pepe y Rosa. Pepe se llama Pepe Martínez Quiroz y Rosa se llama Rosa González Montoya. Entonces, el nombre entero de Juan es: Juan Martínez González.

2.8.b. To review what you learned in 2.1-2.8

Below you will find the complete list of the chapter 2 learning objectives. You should understand each of them. Review them carefully and, if you are unsure about any of them, go back and review the explanations.

2.1 Learning Objectives:

a. To learn more about the masculine and feminine forms of nouns and adjectives
b. To understand more about the singular and plural forms of nouns and adjectives
c. To understand the forms and uses of the possessive adjectives
d. To acquire family related vocabulary

2.2 Learning objectives:

a. To learn to stress all words (without written accents) that end in a vowel, n, or s
b. To learn to stress all words (without written accents) that end in other consonants
c. To learn to stress all words with written accents

2.3 Learning objectives:

a. To fully understand the use of subject pronouns
b. To learn conjugations for regular *-ar* verbs
c. To be able to construct and respond to "yes or no" questions
d. To acquire vocabulary related to common *-ar* verbs

2.4 Learning objectives:

a. To learn conjugations for regular *-er* and *-ir* verbs
b. To acquire vocabulary related to common regular *-er* and *-ir* verbs
c. To be able to ask and answer questions using common interrogative words

2.5 Learning objectives:

a. To learn the present tense conjugation of the verb *estar*
b. To modify nouns using *estar* and adjectives
c. . To be able to use *estar* for location

2.6 Learning objectives:

a. To learn the present tense conjugation of the verb *tener*
b. To learn and be able to use special expressions with the verb *tener*
c. To be able to use *tener* and other verbs with infinitives

2.7 Learning objectives:

a. To be able to form EQUAL comparisons of nouns and adjectives
b. To be able to form UNEQUAL comparisons of nouns and adjectives
c. To be able to form superlatives

2.8 Learning objectives:

a. To understand the culture behind Spanish last names
b. To review what you learned in 2.1-2.8

2.8: Para practicar en casa

2.8 Learning Objectives:
a. To understand the culture behind Spanish last names
b. To review what you learned in 2.1-2.8

A. El sistema de dos apellidos
Answer the following questions according to the reading passage above.

1. ¿Qué indican los apellidos?

_____

2. ¿Dónde es muy común que las personas tengan dos apellidos?

_____

3. ¿Dónde es más común sólo mantener el apellido del padre?

_____

4. ¿Por qué tienen dos apellidos

_____

5. ¿Sobre qué hay un debate?

_____

6. Típicamente, ¿cuál apellido es el primero?

_____

7. ¿Cuál sería tu nombre entero en este sistema?

_____

B. ¿Cómo se llama?
Based on what you learned in the passage above, what is the full name of the following offspring?

MODELO:

De Ana Fernández Rojas y Alejandro Coto Rivera nace Felipe:
Felipe Coto Fernández

1. De Jaime López Pimentel y Victoria Castro Suárez nace Sara:

_____

2. De Catalina Serrano Blanco y Sebastián Muñoz Romero nace Diego:

_____

3. De Emilio Núñez Vidal y Renata Prieto Vega nace Daniela:

4. De Camila Torres Garrido y Samuel Ferrer Giménez nace Agustín:

5. De Julieta Vicente Campos y Nicolás Ibáñez Caballero nace Martina:

C. Repaso (Review)
Review the chapter 2 learning objectives again and repeat the exercises in any section that you think you need to practice more.

D. Chapter 2 Capstone Project
The family tree project serves as the culminating project for Chapter 2 - *La familia*. It is the synthesis of everything we have covered so far, including a variety of information from vocabulary to the proper use of verbs, nouns, and adjectives. This project will help you study for your oral exam as well as prepare you for the oral final at the end of the semester.

Materials- For this project you will need pictures of your family "members". IF you do not have access to pictures, or they are too personal, you MAY use appropriate imagery that represents them (i.e., if I don't have a picture of *mi hermano* and he likes football, barbecuing, and spending time with friends, I can use a picture(s) from the internet that depicts this). A minimum of 1 image per "family member" is required.

Mode of delivery- This presentation should be completed using Power Point or Google Slides. You will present yours in class, so be sure to practice your script.

Instructions - Prepare a multimedia biographical presentation of "your" family. Please:

- Present a minimum of 6 "family" members, including yourself, your grandparents, parents/ guardians, siblings, or pets.
- Describe each "member" of your family following the models provided below.
- Be sure to include sufficient variation in your descriptions of people so that person A doesn´t sound like person B (even if they are twins!)
- Pets may only count as 1 person.
- IF your family is very large (i.e., due to divorce, remarriage, many siblings, etc.), you may choose to group your family members in a way that you can present them all. OR you may choose to present only a select few.
- IF someone has passed away, you may still include that person.
- IF your family is unknown to you, too personal of a topic, or you would - for any reason - prefer NOT to discuss your family, it is possible to create a presentation based on:
  a. *la familia de otra persona* (i.e., Frida Kahlo, Diego Rivera, un buen amig@, etc.)
  b. *la familia ideal* - how you might "choose" your family based on your own personality or interests.

Content- Presentations should include the following information:

¿Cómo se llama?
Éste es (mi padre). Se llama (John).
¿Cómo es?
Es (profesión). Trabaja en (lugar).
Es (adjetivo), (adjetivo) y (adjetivo)
¿Cuántos años tiene?
Tiene (número) años.
¿Dónde vive y con quién(es)?
Vive en (lugar) con (personas).
¿Qué le gusta(n)?
Le gusta(n)…
¿Qué no le gusta(n)?
No le gusta(n)

2.8: Para practicar en clase

2.8 Learning Objectives:
a. To understand the culture behind Spanish last names
b. To review what you learned in 2.1-2.8

A. Los apellidos de mis compañeros de clase
Get the first name of three classmates. Then ask for the last name of the father and maiden name of the mother. Write the names of all three classmates according to the two last name system described above. Use the following questions to elicit the needed information.

¿Cómo te llamas?
¿Cómo se apellida tu padre?
Sin casarse, ¿cómo se apellida tu madre?

In a small group, discuss the two last name system. How is it beneficial? Are there any disadvantages? Should this be more common? Why or why not?

B. Entrevista
With a classmate, ask and answer the following questions.

1. Describe a tu familia. Incluye a tus padres, tus hermanos, tus abuelos, tus tíos y tus primos.
2. ¿Cuántas clases tomas este semestre? ¿Cuál es tu favorita? ¿Quién toma más?
3. ¿Dónde estudias?
4. Cuando tienes mucha sed, ¿qué bebes?
5. ¿Quién es el más alto, tú o tu compañero?
6. ¿Cómo están tus amigos?
7. ¿Quién enseña la clase de español?
8. ¿Tocas un instrumento musical? ¿Cuál?
9. ¿Adónde viajas normalmente?
10. ¿Cuál es tu deporte favorito? ¿Por qué?
11. ¿Por qué estudias en HSU?
12. ¿Cuándo miras la televisión?
13. ¿Con quién cenas? ¿Dónde cenas?
14. ¿Dónde trabajas?

C. Repaso
Practice the following with a partner

1. *El género y el número*
Take turns with a classmate to make the following masculine and singular.

MODELO:
las doctoras bajas
el doctor bajo

1. las artistas pobres	2. las señoras ricas
3. las cantantes malas	4. unas primas altas
5. unas hermanas sanas	6. las perras amarillas
7. las atletas nuevas	8. unas dentistas honestas
9. unas niñas emocionales	10. las amigas positivas

2. *Las comparaciones*
With a classmate, form comparisons with the following information. For unequal comparisons say both possibilities.

MODELO:
ser **alto** / LeBron James o la profesora de la clase de español
LeBron James es más alto que la profesora
La profesora es menos alta que LeBron James.

1. ser rico / Bill Gates o la profesora de la clase de español
2. estar nervioso / la profesora de la clase de español o los estudiantes
3. tener más años / la profesora de la clase de español o los estudiantes
4. tener más responsabilidades / tú o tu mejor amigo
5. tener hermanos / tú o tu compañero de clase
6. ser impulsivo / tú o tu mejor amigo
7. estar loco / tú o tu mejor amigo
8. tomar clases / tú o tu mejor amigo
9. ser bonita / Jennifer Lawrence o Angelina Jolie
10. Hacer películas /Johnny Depp o Jim Carrey

3. La sílaba tónica

With a classmate, practice pronouncing the following words. Divide the words into syllables and underline the stressed syllable. Don't worry about what the words mean; focus on the syllable stress.

1. caballeros _____
2. escándalo _____
3. películas _____
4. trabajador _____
5. típico _____
6. inglés _____
7. banana _____
8. trabajar _____
9. arquitectura _____
10. maleta _____

4*. Ensalada de verbos*

Write the correct form of the verbs in parenthesis according to the context.

Mi familia _____ (ser) grande.

Yo _____ (tener) muchos hermanos, tíos y primos.

Mis hermanos _____ (vivir) con mis padres y yo en Eureka.

Mis hermanas necesitan _____ (estudiar) más. Todos los días _____ (mirar) la televisión.

Mi hermano mayor _____ (asistir) a Eureka High y _____ (trabajar) en Kinko's. A el le _____ (gustar) nadar mucho. Él _____ (nadar) todos los días en la piscina pública en Arcata pero en este momento él está _____ (trabajar).

Mis abuelos no viven cerca. Ellos _____ (viajar) mucho.

También _____ (escuchar) música clásica. Mi abuela _____ (bailar) y mi abuelo _____ (cantar).

Mis primos _____ (trabajar) con mis tíos en una empresa.

Ellos _____ (fabricar) y _____ (vender) ventanas.

¿Cómo _____ (ser) tu familia?

5. Expresiones con el verbo *tener*
With a partner, describe the situation with a logical *tener* expression. Be sure to conjugate according to the correct subject. Follow the model.

MODELO:
Estoy muy cansado. "Tengo sueño."

1. Son las 7:50. Roberto necesita tomar el autobús a las 8 y todavía está en casa.
2. Después de trabajar 8 horas y estar en clase toda la tarde, por fin, estoy en casa.
3. Estoy mirando una película de horror.
4. Nancy necesita beber agua.
5. Ustedes necesitan comer.
6. A mis hermanos les gusta tocar la guitarra. Tienen tiempo libre ahora.
7. Necesito una chaqueta.
8. 8 x 8 son 64.

Tarea:
Continue to review in order to be prepared for the Chapter 2 Assessment.

3

En casa

3.1 Learning Objectives:
- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

3.2 Learning objectives:
- a. To learn what diphthongs are, how they are formed, and why they are important
- b. To understand how diphthongs are broken
- c. To be able to correctly pronounce words with and without diphthongs

3.3 Learning objectives:
- a. To learn the present tense conjugation of the verb *ir*
- b. To be able to use i*r* to tell to where someone is going and the contraction *al*
- c. To be able to use *ir* to tell what someone is going to do

3.4 Learning objectives:
- a. To be able to conjugate *hacer, poner, salir, traer* and *caer*
- b. To understand *e➔ie* stem-changing verbs
- c. To learn new *e➔ie* stem-changing verbs

3.5 Learning objectives:
- a. To understand *o➔ue* stem-changing verbs
- b. To learn new *o➔ue* stem-changing verbs

3.6 Learning objectives:
- a. To learn *e➔i* stem-changing verbs
- b. To be able to conjugate and understand the uses of *ver and oír*
- c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

3.7 Learning objectives:
- a. To understand the concept and structure of pronominal verbs
- b. To learn important pronominal verbs
- c. To be able to appropriately use common time-related expressions

3.8 Learning objectives:
- a. To learn about living conditions for young people in Spain
- b. To review what you learned in 3.1-3.8

3.1: Para estudiar en casa

3.1 Learning Objectives:
a. To acquire vocabulary related to the rooms / parts of a house
b. To learn vocabulary related to furniture, appliances, and other household items

Introduction:
In this lesson, we will study house / home related vocabulary. As with other vocabulary lists, remember to study each new word with the definite article. Also, be sure to look up any additional words that you might need to describe your own home.

3.1.a. To acquire vocabulary related to the rooms / parts of a house

The following vocabulary list features rooms and spaces of houses. Study carefully each word. Pronounce them out loud and try to visualize your house or your ideal house.

Los cuartos y los espacios	The rooms and the spaces
la cocina	the kitchen
el baño	the bathroom
el comedor	the dining room
la sala	the living room
la habitación	the bedroom
el despacho	the office
el garaje	the garage
el patio	the patio
el jardín	the garden
la piscina	the pool
los muebles	the furniture
los aparatos	the appliances
la alfombra	the rug

Note:
There are several ways of expressing certain words. This depends on many things, like regionalisms and dialects. For example, " the bedroom" can be expressed as: *el cuarto, la habitación, el dormitorio, la recámara,* and *la alcoba*. While all of these words are acceptable, we suggest that you learn one for now. Later, you may want to learn others depending on where you travel and with whom you are speaking.

3.1.b. To learn vocabulary related to furniture, appliances, and other household items

In this section, we will consider each room separately and study words to describe the items found in each room presented in the previous section.

En la cocina, hay...

el armario	the cabinet
el mostrador	the countertop
el cajón	the drawer
el fregadero	the kitchen sink
el refrigerador	the refrigerator
la estufa	the stove
el horno	the oven
el microondas	the microwave
la cafetera	the coffee maker

En el baño, hay...

el espejo	the mirror
el lavabo	the bathroom sink
la bañera	the bathtub
el inodoro	the toilet
la ducha	the shower
la toalla	the towel

En el comedor, hay...

la mesa	the table
las sillas	the chairs
la vitrina	the china cabinet

En la sala, hay...

el sofá	the sofa / couch
el sillón	the armchair
la mesa del centro	the coffee table
el televisor / la televisión	the television set
el control remoto	the remote control
la alfombra	the rug

En la habitación, hay...

la cama	the bed
el clóset / el armario	the closet / the armoire / the wardrobe
la mesita de noche	the night table

En el despacho, hay...

el escritorio	the desk
la lámpara	the lamp
el estante	the bookcase
la computadora / el ordenador	the computer

3.1: Para practicar en casa

3.1 Learning Objectives:
a. To acquire vocabulary related to the rooms / parts of a house
b. To learn vocabulary related to furniture, appliances, and other household items

A. Los cuartos y los espacios
Use the new vocabulary to tell where you do the following.

MODELO:
I take a shower in el baño

1. I brush my teeth in _____
2. I eat breakfast in _____
3. I do my homework in _____
4. I park the car in _____
5. I swim in _____
6. I cook dinner in _____
7. I watch television in _____
8. I sleep in _____

B. ¿Dónde está?
Use the verb *estar* to tell in which room(s) you find the following items.

MODELO:
la cama La cama está en la habitación.

1. el lavabo _____
2. el fregadero _____
3. la estufa _____
4. el sillón _____
5. el escritorio _____
6. la cafetera _____
7. el inodoro _____
8. el estante _____

C. ¿El coche está en la piscina?
Answer the following questions and provide a logical response.

MODELO:
¿El coche está en la piscina? No, está en el garaje.

1. ¿La estufa está en el garaje? _____
2. ¿El televisor está en el fregadero? _____
3. ¿El escritorio está en la cama? _____
4. ¿La lámpara está en el inodoro? _____
5. ¿La cafetera está en el sofá? _____
6. ¿El sofá está en el horno? _____
7. ¿El espejo está en el refrigerador? _____
8. ¿La alfombra está en el microondas? _____
9. ¿La mesita de noche está en el patio? _____
10. ¿El armario está en el jardín? _____

D. ¿Qué hay en tu casa?
Answer the questions based on your own home or your ideal home. If your home does not have a particular space, pretend that it does and answer the questions anyway. Provide as many answers as possible.

1. ¿Qué tienes en tu cocina? _____
2. ¿Qué hay en tu sala? _____
3. ¿Qué hay en tu baño? _____
4. ¿Qué tienes en tu habitación? _____
5. ¿Qué hay en tu comedor? _____
6. ¿Qué tienes en tu despacho? _____
7. ¿Qué hay en tu patio? _____
8. ¿Qué tienes en tu garaje? _____

E. ¿Cómo se llama?
Use sticky notes or pieces of paper to label the parts of your house and the items in your home. Every time you go by one of them, repeat the vocabulary words until you know them all.

3.1: Para practicar en clase

3.1 Learning Objectives:
a. To acquire vocabulary related to the rooms / parts of a house
b. To learn vocabulary related to furniture, appliances, and other household items

A. ¿En qué cuarto está?
With a classmate, ask and answer the following questions.

1. ¿En qué cuarto está el escritorio?
2. ¿En qué cuarto está el inodoro?
3. ¿Dónde está el sillón?
4. ¿En qué cuarto están las sillas y la mesa?
5. ¿En qué cuarto está la cama?
6. ¿En qué cuarto está la cafetera?
7. ¿Dónde está el coche?
8. ¿En qué cuarto está el lavabo?
9. ¿Dónde está el control remoto?
10. ¿En qué cuarto está la alfombra?

B. Asociaciones
Discuss with a classmate with which parts of a house, furniture, and household items you associate with the following actions. Use as many vocabulary words as you can for each action.

1. Estudiar
2. Cocinar
3. Dormir (to sleep)
4. Comer
5. Ducharse (to shower)
6. Estacionar (to park a car)
7. Mirar la televisión
8. Leer un libro

C. ¿Qué hay en tu casa?
With a partner, ask and answer the following questions in complete sentences.

1. ¿Cuántos cuartos hay en tu casa?
2. ¿Qué cuartos hay en tu casa?
3. ¿Qué hay en tu cocina?
4. ¿Qué hay en tu baño?
5. ¿Qué hay en tu comedor?
6. ¿Qué hay en tu sala?
7. ¿Qué hay en tu habitación?
8. ¿Qué hay en tu despacho?
9. ¿Qué hay en tu garaje?
10. ¿Qué hay en tu patio?

D. Diseñar (to design) una casa
With a classmate, draw the floor plan for a house. Include all the rooms presented in the vocabulary. Then, label each room and the items within each room.

E. Repaso
Make sure that you understand and can do the following:

1. Do you know the Spanish words for different rooms of a house?
2. Can you name appliances and furniture related to each room in a house?
3. Can you answer the following questions in complete sentences?
    a. ¿Qué cuartos hay en tu casa?
    b. ¿Qué hay en tu habitación?
    c. ¿Dónde está el inodoro?
    d. ¿Qué hay en tu cocina?

Tarea:
Complete *3.2 Para Estudiar en Casa* and *3.2 Para Practicar en Casa*.

3.2: Para estudiar en casa

3.2 Learning Objectives:
a. To learn what diphthongs are, how they are formed, and why they are important
b. To understand how diphthongs are broken
c. To be able to correctly pronounce words with and without diphthongs

Introduction:
The focus of this section is diphthongs. Diphthongs occur when two vowels are pronounced together as one syllable. This is the last major lesson on pronunciation.

3.2.a. To learn what diphthongs are, how they are formed, and why they are important

In English, we sometimes pronounce two vowels together. Carefully pronounce each of the following English words.

sound	three
fair	load
bear	weird

How many syllables does each word have, two or one? In these examples, two vowels are linked to form one syllable, a diphthong. If, when you pronounce these words, you split the diphthongs, they will not sound correct. Try it.

The same is true in Spanish; some vowels must be linked to form diphthongs and others cannot form diphthongs. Besides correctly forming the syllables of a word, understanding diphthongs will allow you to correctly stress all words as discussed in 2.3. A good understanding of diphthongs will allow you to correctly pronounce all words in Spanish, which is why diphthongs are so important.

The rules for diphthongs (*los diptongos*) are relatively easy in Spanish. Without getting into linguistic terminology, we can say that there are two types of vowels: strong vowels and weak vowels. Here is a way for you to remember which is which.

U and I are weak.

Not a very positive affirmation, but it does help to remember which vowels form diphthongs. Only the weak vowels form diphthongs, only *u* and *i* (and sometimes *y*). Here is the main rule of diphthongs in Spanish:

Any weak vowel next to any another vowel (weak or strong) will form a diphthong.

The order of the vowels does not matter (strong/weak or weak/strong). *Any combination of two vowels with at least one weak vowel will form diphthongs*, but two strong vowels do not. When a strong vowel is linked with a weak vowel, the main stress will be on the stronger vowel. When two weak vowels are linked, the main stress will be on the last vowel. Here are some examples of Spanish words with diphthongs.

aire	agua
reina	fuego
Luis	ciudad
radio	cuota

Note:
The letter *h* is not pronounced. Therefore, the letter *h* between two vowels does not block the formation of diphthongs. For example, *ahumar, prohibido,* and *ahijado* form diphthongs around the letter *h*.

When two strong vowels are next to each other, they do NOT form diphthongs. Here are a few examples:

león	alcohol	poseer	caer

Sometimes a strong vowel can be surrounded by weak vowels. This is called a triphthong (triptongo). Here are some examples.

cambiáis	Uruguay	miau	semiautomático

Sometimes the letter u is silent. This occurs in the following combinations: *gue, gui, que,* and *qui*. Since the u is silent, it does not combine with the other letters to form a *triptongo*. The other letters may form a *diptongo*. Here are some examples.

guerra	guiando	quema	quiero

3.2.b. To understand how diphthongs are broken

Diphthongs form automatically any time at least one weak vowel is next to another vowel. If the weak vowel is stressed, then it will require a written accent mark (*tilde*) and the diphthong will be broken. Notice how, in the following examples, the *tilde* occurs on the weak vowel. Pronounce each word carefully, separating the syllables and stressing the one with the *tilde*.

día	Raúl
reír	reúno
oído	evalúo

However, if the *tilde* is on the strong vowel (the one that is stressed anyway), the diphthong is NOT broken. Notice how, in the following examples, the *tilde* occurs on the strong vowel. Pronounce each word carefully, maintaining the diphthongs.

habláis	cuándo
también	quién
nación	acentuó

Note:
When both vowels are weak, the tilde does not break the diphthong. This is not common.

3.2.c. To be able to correctly pronounce words with and without diphthongs

Let's quickly review the pronunciation rules that were covered in 2.2.

Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n,** or **s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.
3. Words with written accents (tildes) always stress the syllable with the tilde.

As you can see, to apply these rules you must be able to correctly separate words into syllables and to do that, you must understand when diphthongs are formed and when diphthongs are broken. All words in Spanish follow these three pronunciation rules.

Here are some words with diphthongs that follow rule number 1 above.

aula	Europa	tierra	aunque

Here are some words with diphthongs that follow rule number 2 above.

ciudad	enviar	sexual	especial

Here are some words with diphthongs that follow rule number 3 above.

educación	veintitrés	Juárez	automóvil

3.2: Para practicar en casa

3.2 Learning Objectives:
a. To learn what diphthongs are, how they are formed, and why they are important
b. To understand how diphthongs are broken
c. To be able to correctly pronounce words with and without diphthongs

A. Los diptongos I
Which of the following combinations of vowels would form diphthongs?

1. eo
2. ie
3. ai
4. ou
5. ua
6. ae
7. ao
8. ue
9. ui
10. eo

B. Los diptongos II
Which of the following combinations of vowels with *tildes* would form diphthongs?

1. uí
2. ié
3. ió
4. éi
5. eó
6. eú
7. úa
8. iú
9. áu
10. oá

C. Los diptongos III
The words below contain one or more diphthongs. Underline all the diphthongs.

1. eutanasia
2. juicio
3. pausa
4. coincidencia
5. ahilar
6. acentúan
7. androide
8. aeropuerto
9. guantes
10. acuático

D. Una trabalengua

Read the following tongue twister out loud several times. Use all you know about Spanish pronunciation and be careful to correctly pronounce the diphthongs. Focus on the pronunciation and not so much on the meaning. *Querer* means "to love" and "to want".

Quiero y no quiero querer
a quien no queriendo quiero.
He querido sin querer
y estoy sin querer queriendo.
Si por mucho que te quiero,
quieres que te quiera más,
te quiero más que me quieres
¿que más quieres?, ¿quieres más?

3.2: Para practicar en clase

3.2 Learning Objectives:
a. To learn what diphthongs are, how they are formed, and why they are important
b. To understand how diphthongs are broken
c. To be able to correctly pronounce words with and without diphthongs

A. Entrevista
With a classmate, ask and answer the following questions.

1. ¿Qué hay en tu habitación?
2. ¿Qué palabras de la lista de vocabulario de 3.1 tienen diptongos?
3. ¿Tu nombre tiene diptongo?
4. ¿Tu apellido tiene diptongo?
5. ¿"California" tiene diptongo?
6. ¿"Nueva York" tiene diptongo?
7. ¿"León" tiene diptongo?
8. ¿"Eureka" tiene diptongo?
9. ¿Cuántos diptongos hay en la trabalengua?
10. Practica el trabalengua en voz alta con tu compañero de clase.

B. Los diptongos
Underline the diphthongs and / or triphthongs in the following words. Divide the words into syllables. Circle the stressed syllable. Practice pronouncing the words out loud.

1. función _____
2. opioide _____
3. estudiáis _____
4. europea _____
5. introducciones _____
6. miau _____
7. actuéis _____
8. áureo _____
9. veintisiete _____
10. guau _____

C. Las sílabas
With a classmate, identify any diphthongs and divide the words into syllables. Using the pronunciation rules, underline the stressed syllable. Practice pronouncing the words out loud.

1. trabalenguas _____ 2. euforia _____

3. comedia _____ 4. europea _____

5. introducciones _____ 6. tauromaquia _____

7. laureado _____ 8. ahí _____

9. ahilar _____ 10. veintisiete _____

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand how diphthongs are formed and why they are important?
2. Do you know what happens to a diphthong when a tilde is on the weak vowel?
3. Do you know what happens to a diphthong when a tilde is on the strong vowel?
4. Can you answer the following questions in complete sentences?
    a. ¿"Monstruo" tiene diptongo?
    b. ¿Tu nombre o apellido tiene diptongo?
    c. ¿"Juego" tiene diptongo?

Tarea:
Complete *3.3 Para Estudiar en Casa* and *3.3 Para Practicar en Casa*.

3.3: Para estudiar en casa

3.3 Learning Objectives:
a. To learn the present tense conjugation of the verb *ir*
b. To be able to use i*r* to tell to where someone is going and the contraction *al*
c. To be able to use *ir* to tell what someone is going to do

Introduction:
In this section, we will focus on two uses of a verb common and important verb: *ir*. We will learn the full present tense conjugation of *ir* and be able to use it with locations to tell where someone is going and with verbs to tell what someone is going to do.

3.3.a. To learn the present tense conjugation of the verb *ir*

Ir is the infinitve form of a verb in Spanish. In English, *ir* means "to go".

Ir is an *-ir* verb, but it is also irregular. The endings are actually similiar to an *-ar* verb (like *hablar*), but the stem changes by adding the letter *v*.

Singular		Plural	
yo	voy	nosotros/as	vamos
tú	vas	vosotros/as	vais
él ella usted	va	ellos ellas ustedes	van

Note:
Notice that the endings are almost exactly like the verb *estar*, except that there are no *tildes*. However, with *estar*, the tildes are required to force the stress to be on the syllables that are stressed naturally in *ir* (therefore, the same syllable is stressed, but the *tildes* are not required).

Carefully study and practice saying out loud the full conjugation of *ir*.

Note:
The *nosotros* conjugation*, vamos*, is often used as an equivalent of "Let's go".

3.3.b. To be able to use *ir* to tell to where someone is going and the contraction *al*

One of the uses of *ir* is to express to where someone is going. We use *ir* with the preposition *a* (to) in order to ask and state: *to* where someone is going. As with other present tense conjugations, the present tense of *ir* can refer to habitual, in progress, or near future actions. Consider the following sentences.

Pregunta	Respuesta
¿Adónde vas?	Voy a mi casa.
¿Adónde va tu mejor amigo?	Va a la biblioteca.
¿Adónde van los estudiantes?	Van a la playa.

Whenever we state a destination, we must use the preposition *a.* As in the above questions, the *a* can be attached to *dónde* to ask "to where". In the following examples, notice how the word "to" can be omitted in English, but *a* cannot be omitted in Spanish.

Spanish	English
Vamos ***a*** casa.	We're going home.
Los niños van **a**dentro.	The boys are going inside.

In both English and Spanish, we often use the definite article when stating a destination. Consider the following examples.

Spanish	English
Van a la biblioteca.	They're going to the library.
Va a la playa.	She's going to the beach.
Vas a las montañas.	You're going to the mountains.

Note:
Whenever the preposition *a* comes directly before the masculine singular definite article (el), a contraction occurs.

a + el = al

This is similar to the other Spanish contraction: de + el = del. Both of these contractions only occur with the masculine singular definite article. Consider the following examples.

Spanish	English
Voy al parque.	I'm going to the park.
Vas a la tienda.	You're going to the store.
Va a las Islas Canarias.	He's going to the Canary Islands.
Van a los lugares más interesantes del mundo.	They're going to the most interesting places in the world.

3.3.c. To be able to use *ir* to tell what someone is going to do

Ir can be used with infinitives of other verbs to tell what someone is going to do in the near future. The structure is similar to English. In both languages, we use the verb "to go" (*ir*) and the infinitive of another verb (*el infinitivo*). Some verbs always require a preposition in order to be used with other verbs. This is the case with *ir*, we must always use the preposition *a*. Here are a few examples:

Español	Inglés
Voy a hablar.	I am going to speak.
Vas a comer.	You are going to eat.
Ellas van a escribir.	They are going to write.
¿Vais a bailar?	Are you going to dance?

Note:
We have already used the infinitive of the verb *hacer* (to do). This is a useful verb for asking what someone is going to do. Notice that you can answer by replacing the verb *hacer* with any other infinitive.

Pregunta	Respuesta
¿Qué vas a *hacer* hoy?	Voy a *asistir* a clase.
¿Qué vas a *hacer* este fin de semana?	Voy a *trabajar* este fin de semana.
¿Qué van a *hacer* tus amigos mañana?	Van a *estudiar*.

If your answer contains *hacer*, then you are limited to how you can finish the sentence.

Pregunta	Respuesta
¿Qué vas a *hacer* hoy?	Voy a *hacer* la tarea.
¿Qué vas a *hacer* este fin de semana?	Voy a *hacer* la cama.
¿Qué van a *hacer* tus amigos mañana?	Van a *hacer* mucho.

Here are some useful words and expressions to use with the future.

Español	Inglés
mañana	tomorrow (also morning)
esta tarde	this afternoon
esta noche	this evening/tonight
en dos días/semanas/meses	in two days/weeks/months
más tarde	later

3.3: Para practicar en casa

3.3 Learning Objectives:
a. To learn the present tense conjugation of the verb *ir*
b. To be able to use i*r* to tell to where someone is going and the contraction *al*
c. To be able to use *ir* to tell what someone is going to do

A. La conjugación del verbo *ir*
Conjugate the verb *ir* according to the context.

1. Mi familia _____ a Tejas.
2. Mis primos y yo _____ a la casa de mi abuela.
3. Los sobrinos de mis amigos _____ también.
4. ¿Adónde _____ tú?
5. Vosotros _____ a la universidad.
6. Mi hermano _____ a Nueva York.
7. Yo _____ a vivir en California.
8. Mis hijos _____ a cocinar.
9. Mis abuelos _____ a viajar.
10. ¿Qué _____ a hacer ustedes?

B. ¿Adónde van?
Use the following elements to form complete sentences following the model. Use the verb *ir* to tell to where each person is going. Don't forget the preposition *a* and be careful with the contractions.

MODELO:
él/su casa _____Él va a su casa._____

1. Roberto/Arcata _____
2. los estudiantes/clase _____
3. la profesora/su despacho _____
4. yo/mi apartamento _____
5. el presidente/México _____
6. ellos/el restaurante _____

7. mi perro/el garaje _____

8. Jorge/el baño _____

9. mis amigos/el patio _____

10. vosotras/jardín _____

C. ¿Qué van a hacer?
Use the verb in parenthesis to indicate what these people are going to do. Be sure to conjugate *ir*, use the preposition *a* and the infinitive of the verb indicated.

1. Mi familia _____ (visitar) Los Ángeles.

2. La sobrina de María _____ (bailar).

3. El tío de María _____ (escribir) una carta.

4. Yo _____ (leer) una novela.

5. Tú _____ (hablar) con mi hermana.

6. Ellos _____ (estudiar) los verbos nuevos.

7. Todos vosotros _____ (aprender) español.

8. Mi compañero de clase _____ (responder).

9. Ella _____ (abrir) su libro.

10. Nosotros _____ (trabajar) en la cafetería.

D. ¿Qué van a hacer?
Tell what the following people are going to do. Use verbs that we have learned so far and complete each sentence with *ir a* and the infinitive of a different verb - do not repeat verbs.

1. Mi madre _____

2. Mis primos _____

3. Mi hermana _____

4. Mis tíos _____

5. Mi perro _____

6. Mi mejor amigo _____

7. Mi profesor de español _____

8. Mi padre _____

9. Mi abuelo _____

10. Y tú, ¿qué vas a hacer? _____

3.3: Para practicar en clase

3.3 Learning Objectives:
a. To learn the present tense conjugation of the verb *ir*
b. To be able to use i*r* to tell to where someone is going and the contraction *al*
c. To be able to use *ir* to tell what someone is going to do

A. Entrevista
With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences and provide other answers for what people are doing.

1. ¿Qué vas a hacer hoy?
2. ¿Qué vas a hacer este fin de semana?
3. ¿Qué vas a hacer en el verano?
4. ¿Adónde vas a ir mañana?
5. ¿Vas a la playa frecuentemente?
6. ¿Adónde vas los fines de semana?
7. ¿Adónde van tus amigos?
8. ¿A qué hora vas a estar en tu casa hoy?
9. ¿A qué hora vas a trabajar?
10. ¿Qué van a hacer tus amigos?

B. La conjugación de *ir*
Conjugate *ir* for the following subjects. Once you are done, compare your answers with a classmate's and then check your answers. Make sure that you have spelled all conjugations correctly.

yo _____ nosotros _____

tú _____ vosotros _____

usted _____ ustedes _____

C. ¿Adónde vas?
With a classmate, use the verb *ir* to ask where they usually go at the following times.

MODELO:
(6:00 p.m.) ¿Adónde vas a las seis de la tarde?
Voy a mi casa.

1. (8:30 a.m.)
2. (10:00 a.m.)
3. (12:30 p.m.)
4. (2:45 p.m.)
5. (4:15 p.m)
6. (5:55 p.m.)
7. (8:05 p.m.)
8. (10:30 p.m.)
9. (12:30 a.m.)
10. (5:10 a.m.)

D. ¿Qué van a hacer?
Each of the following people are going to do four activities today. With a classmate, take turns saying each person will do. Be sure to use the *Ir a + infinitivo* construction.

1. La profesora (enseñar, escribir en la pizarra, cenar, ver la televisión)
2. Mis amigos (desayunar, estudiar, correr, jugar videojuegos)
3. Yo (comer, limpiar mi cuarto, llamar a mis amigos, salir con mis amigos)
4. Tú (abrir un libro, leer mucho, comprender, hacer los ejercicios)
5. Ellas (salir, escuchar música, bailar, regresar a casa tarde)
6. Vosotros (estar en casa todo el día, tocar la guitarra, descansar, beber agua)
7. Mis amigos y yo (bailar, cantar, aprender mucho, practicar español)
8 Yo (trabajar, escribir, nadar, ir de compras)

E. Repaso
Make sure that you understand and can do the following:

1. Can you correctly conjugate the verb *ir*?
2. Do you know how to use *ir* to correctly tell where people are going?
3. Can you express the near future with *ir a* and the infinitive of other verbs?
4. Can you answer the following questions in complete sentences?
    a. ¿Adónde vas?
    b. ¿Qué vas a hacer mañana?
    c. ¿Adónde van tus amigos?

Tarea:
Complete *3.4 Para Estudiar en Casa* and *3.4 Para Practicar en Casa*.

3.4: Para estudiar en casa

3.4 Learning Objectives:
a. To be able to conjugate *hacer, poner, salir, traer* and *caer*
b. To understand *e➔ie* stem-changing verbs
c. To learn new *e➔ie* stem-changing verbs

Introduction:
In this section, we will focus on new verbs. Some are irregular in the *yo* form, others are stem-changing. Once we understand how stem changing verbs work, we will learn a list of new verbs and practice conjugating them in the present tense.

3.4.a. To be able to conjugate *hacer, poner, salir traer,* and *caer*

¿Cuántos hermanos tienes?
Tengo 3 hermanos.

Tener is irregular in the first person (*yo*), because it has the letter *g* as part of the conjugation. The following verbs share this special irregularity.

Spanish	*yo*	English
hacer	hago	to do, to make
poner	pongo	to put
salir	salgo	to go out
traer	traigo	to bring
caer	caigo	to fall

Note:
Traer and *caer* have an additional irregularity in the *yo* form, because of the letter *i*, which forms part of a diphthong.

The conjugations for the rest of subject pronouns the same as regular *-er* or *-ir* verbs, like *comer* or *vivir*. Here are the complete conjugations of these verbs.

Hacer	Poner	Salir	Traer	Caer
hago	pongo	salgo	traigo	caigo
haces	pones	sales	traes	caes
hace	pone	sale	trae	cae
hacemos	ponemos	salimos	traemos	caemos
hacéis	ponéis	salís	traéis	caéis
hacen	ponen	salen	traen	caen

MODELO:

¿Haces la tarea todos los días?
Sí, hago la tarea todos los días.
¿Sales con tus amigos con frecuencia?
Sí, salgo con mis amigos frecuentemente.
¿Dónde pones tus libros?
Pongo mis libros en mi mochila.
¿Siempre traes los libros a clase?
Sí, siempre traigo los libros a clase.

3.4.b. To understand *e➔ie* stem-changing verbs

Verbs ending in *-ar*, *-er*, and *-ir* can be stem-changing. The endings follow regular *-ar*, *-er*, and *-ir* verbs. There are three types of stem-changes (*e➔ie, e➔i,* and *o➔ue*). In this section, we will focus on *e➔ie*.

Notice how the *e* of the infinitive becomes *ie* in all of the conjugations except *nosotros* and *vosotros*. This pattern has led some to call these "boot" verbs.

***pensar (ie)* to think**

pienso	pensamos
piensas	pensáis
piensa	piensan

T*ener* is an *e➔ie* stem-changing verb, although *tener* is also irregular in the *yo* form. Similarly, *venir* (to come) is an *e➔ie* stem-changing verb that is irregular in the *yo* form, just like *tener*.

***venir (ie)* to come**

vengo	venimos
vienes	venís
viene	vienen

MODELO:

¿Vienes a clase todos los días?
Sí, vengo a clase todos los días.
¿Piensas en español?
Sí, a veces pienso en español.

3.4.c. To learn new *e➔ie* stem-changing verbs

The following are important *e➔ie* stem-changing verbs. Usually, when these verbs are presented they are followed by *(ie)* to indicate the stem change.

Español	Inglés
c**e**rrar *(ie)*	to close
com**e**nzar *(ie)*	to begin / to start
emp**e**zar *(ie)*	to begin / to start
ent**e**nder*(ie)*	to understand
p**e**nsar *(ie)*	to think
p**e**rder *(ie)*	to lose
pref**e**rir *(ie)*	to prefer
qu**e**rer *(ie)*	to want, to love
s**e**ntir	to feel
t**e**ner *(ie)*	to have
v**e**nir *(ie)*	to come

Note:
Comenzar and *empezar* both mean "to begin / to start". These verbs can be used with infinitive of other verbs, but require the preposition ***a*** (*empiezo **a** leer, comienzas **a** caminar*).

Note:
Pensar is often used with ***que***, as in: *Pienso **que** es importante* (I think **that** it's important).
Pensar is also used with ***en***, as in: *Pienso **en** mi familia* (I'm thinking **about** my family).
Pensar is also used with ***infinitives*** of other verbs. *Pienso **leer** hoy* (I plan to read today).

MODELO:

¿La profesora cierra la puerta del salón de clase?
Sí, siempre cierra la puerta.
¿A qué hora comienza la clase?
La clase empieza a las 2.
¿Entiendes los verbos nuevos?
Sí, entiendo los verbos nuevos.
¿Piensas que es importante practicar español todos los días.
Sí, pienso que sí.
¿Pierdes tus llaves con frecuencia?
No, no pierdo mis llaves con frecuencia.
¿Los estudiantes prefieren tener mucha tarea?
No, prefieren poca tarea.
¿Quieres salir con tus amigos esta noche?
Sí, quiero salir con ellos.
¿A qué hora vienes a mi casa.
Lo siento, no voy a tu casa hoy, porque tengo que trabajar.

3.4: Para practicar en casa

3.4 Learning Objectives:
a. To be able to conjugate *hacer, poner, salir traer,* and *caer*
b. To understand *e➔ie* stem-changing verbs
c. To learn new *e➔ie* stem-changing verbs

A. La conjugación de los verbos nuevos
Conjugate the verbs according to the context.

1. Mi familia siempre _____ (salir) al patio para cenar.
2. Mis primos y yo _____ (venir) de la casa de mi abuela.
3. Mi amigo siempre _____ (perder) su teléfono.
4. Yo _____(poner) los libros en el estante.
5. Vosotros _____ (traer) vuestros cuadernos a clase.
6. Mi hermano _____ (preferir) comer ensalada.
7. Yo _____ (hacer) la tarea en mi habitación.
8. ¿Ustedes _____ (querer) comer?
9. La clase _____ (empezar) a las doce y media.
10. Los estudiantes _____ (entender) los verbos nuevos.

B. ¿Cuál verbo?
Use the meanings of the verbs to determine which verb to use for each sentence. Then conjugate the verb appropriately to complete the dialog. Use each verb only once.

pensar salir tener perder comenzar poner preferir querer empezar

DIEGO: Olivia, ¿_____ ir al concierto esta noche?
OLIVIA: Sí. ¿A qué hora _____?
DIEGO: Pues, hay dos. Uno _____ a las 9 y el otro, a las 11.
OLIVIA: _____ ir a las 11 porque _____ que trabajar hoy.
DIEGO: Vale. ¿_____ que es importante llegar temprano?
OLIVIA: No. Normalmente _____ unos 15 minutos antes.
DIEGO: Cuidado con tu entrada (entry ticket). Siempre _____ las entradas.
OLIVIA: No. Siempre _____ las entradas en mi cartera (wallet).

C. Frases originales
Combine the following elements to create original sentences. Mix and match the elements.

mi familia	*salir*	*la habitación*	*frecuentemente*
mis primos	*traer*	*la cocina*	*todos los días*
mi mejor amigo y yo	*pensar*	*la sala*	*en la mañana*
yo	*venir*	*el jardín*	*enla noche*
tú	*preferir*	*el comedor*	*a las 10*
vosotros	*querer*	*el patio*	*nunca (never)*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

D. Preguntas personales
Answer the following questions in complete sentences.

1. ¿A qué hora vienes a la universidad? _____
2. ¿Qué pones en tu mochila? _____
3. ¿A qué hora sales de tu casa? _____
4. ¿Qué traes a clase? _____
5. ¿Haces la tarea todos los días? _____
6. ¿Tus padres y tú prefieren comer en la cocina o en el comedor?

_____

7. ¿Tus amigos y tú cierran los libros?

_____

8. ¿Tu familia y tú empiezan a preparar la cena a las 6?

_____

9. ¿Tus compañeros de clase y tú entienden los verbos nuevos?

_____

10. ¿Pierdes tus llaves con frecuencia?

_____

3.4: Para practicar en clase

3.4 Learning Objectives:
a. To be able to conjugate *hacer, poner, salir, traer* and *caer*
b. To understand *e➔ie* stem-changing verbs
c. To learn new *e➔ie* stem-changing verbs

A. Entrevista
With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences.

1. ¿A qué hora vienes al campus de la universidad?
2. ¿Sales con tus amigos los fines de semana?
3. ¿Qué tienes que hacer hoy?
4. ¿Dónde pones tu mochila?
5. ¿Piensas tomar español 106?
6. ¿Pierdes tus llaves con frecuencia?
7. ¿Prefieres comer ensalada o hamburguesas?
8. ¿Traes tus libros a clase todos los días?
9. ¿Haces tu cama todos los días?
10. ¿A qué hora empieza tu primera clase?

B. Los verbos nuevos
Conjugate the verbs provided. Once you are done, compare your answers with a classmate's and then check your answers.

1. *Cerrar*. Yo _____ la ventana y vosotros _____ la puerta.
2. *Entender*. Yo _____ la gramática y nosotros _____ los verbos.
3. *Traer*. Yo _____ la comida y ellos _____ las bebidas.
4. *Perder*. Yo _____ mis llaves y vosotros _____ la clase.
5. *Empezar*. Yo _____ a las 6 y ustedes _____ a las 8.
6. *Venir*. Yo _____ a las 5:55 y tú _____ a las 7:55.
7. *Querer*. Yo _____ leer y ella _____ caminar.
8. *Poner*. Yo _____ atención en clase y él no _____ atención.

C. ¿Cuál verbo?
Based on the meanings, choose the most logical verb to complete each sentence. Then conjugate the verb according to the context. Check your answers with a classmate.

1. Mis amigos _____ llegar temprano. (perder / preferir)
2. Tú _____ con tus amigos después de clase. (salir / querer)
3. Alondra siempre _____ sus llaves. (perder / salir)
4. Los estudiantes _____ los libros. (comenzar / cerrar)
5. Mis compañeras siempre _____ las bebidas a las fiestas. (traer / pensar)
6. ¿Vosotros _____ la tarea todos los días? (poner / hacer)
7. Mis amigos y yo siempre _____ juntos los fines de semana. (salir / preferir)
8. Los profesores _____ a clase a tiempo. (venir / entender)
9. Nosotros _____ mirar la televisión. (querer / entender)
10. Yo _____ que trabajar hoy. (traer / tener)

D. Repaso
Make sure that you understand and can do the following:

1. Can you fully conjugate the verbs presented?
2. Do you know the meaning of the verbs presented?
3. Do you understand how to use some of these verbs with prepositions and infinitives?
4. Can you answer the following questions in complete sentences?
    a. ¿A qué hora vienes a la universidad?
    b. ¿Qué pones en tu mochila?
    c. ¿Entiendes los verbos nuevos?
    d. ¿Qué piensas hacer hoy?

Tarea:
Complete *3.5 Para Estudiar en Casa* and *3.5 Para Practicar en Casa*.

3.5: Para estudiar en casa

3.5 Learning Objectives:
a. To understand *o➔ue* stem-changing verbs
b. To learn new *o➔ue* stem-changing verbs

Introduction:
In this section, we will learn new verbs with another type of stem-change, *o➔ue* stem-changing verbs. We will acquire new verbs and use the days of the week to practice the new verbs.

3.5.a. To understand *o➔ue* stem-changing verbs

You have already learned how stem-changing verbs work. Remember "the boot?" There are stem changes for all subjects, except *nosotros* and *vosotros*. Just like we saw in 3.4 with *pensar* and other *e➔ie* stem-changing verbs, *-ar, -er,* and *-ir* verbs can feature this new stem-change (*o-ue*) for all conjugations, except *nosotros* and *vosotros*.

***volver (ue)* to return somewhere**

vuelvo	volvemos
vuelves	volvéis
vuelve	vuelven

There is one verb that is considered part of this group. However, there is no letter *o* in the infinitive. The verb *jugar* changes from *u➔ue*. It is the only commonly used Spanish verb with this specific stem-change.

***jugar (ue)* to play**

juego	jugamos
juegas	jugáis
juega	juegan

Jugar is often used with the preposition a. There is no equivalent in English.

Español	Inglés
Juega al baloncesto.	He's playing basketball.
Jugamos al ajedrez.	We're playing chess.

3.5.b. To learn new *o➔ue* stem-changing verbs

The following are important *o➔ue* stem-changing verbs. Usually, when these verbs are presented they are followed by *(ou)* to indicate the stem change.

Español	Inglés
alm**o**rzar *(ue)*	to have lunch
c**o**ntar *(ue)*	to count / to tell
c**o**star *(ue)*	to cost
d**o**rmir *(ue)*	to sleep
dev**o**lver *(ue)*	to return something
enc**o**ntrar *(ue)*	to find
j**u**gar *(ue)*	to play
m**o**strar *(ue)*	to show
p**o**der *(ue)*	to be able to
pr**o**bar *(ue)*	to taste / to try
rec**o**rdar *(ue)*	to remember
s**o**ñar *(ue)*	to dream
v**o**lver *(ue)*	to return someplace

Note:
As mentioned above, *jugar* is an exception, because the *u* of the stem changes *ue*, not the *o*.
Soñar is often used with the preposition *con* to mean: to dream "about." *Sueña con viajar* = He dreams about traveling.
Poder is frequently used with infinitives of other verbs: *Puedo nadar bien* = I can swim well.

MODELO:

¿A qué hora almuerzas normalmente?
Normalmente, almuerzo a la 1.
¿Quién cuenta buenas historias?
Mi papá cuenta buenas historias.
¿Cuánto cuesta una hamburguesa en Stars?
Cuesta cinco dólares.
¿Cuántas horas duerme la profesora cada noche?
Duermo 8 horas cada noche.
¿Siempre devuelven los libros a la biblioteca?
Sí, siempre devolvemos los libros.
¿Los estudiantes encuentran la información que necesitan?
Sí, encuentran la información.
¿Juegas al fútbol?
Sí, juego al fútbol.
¿El profesor muestra la información en la pizarra?
Sí, él puede dibujar también.
¿Recuerdas que hay una prueba (quiz) hoy?
Sí, y sueño con sacar una A.

3.5: Para practicar en casa

3.5 Learning Objectives:
a. To understand *o➔ue* stem-changing verbs
b. To learn new *o➔ue* stem-changing verbs
c. To practice using the days of the week

A. La conjugación de los verbos de cambio de raíz ue
Conjugate the verbs according to the context.

1. Los domingos mi familia y yo _____ (almorzar) en casa.
2. Mis primos _____ (almorzar) en la casa de mi abuela.
3. Vosotros _____ (jugar) al fútbol americano.
4. Ellos _____ (jugar) al baloncesto.
5. Tú _____ (soñar) con ser actor.
6. Mi hermano y yo _____ (soñar) con ser famosos.
7. María _____ (dormir) 8 horas cada noche.
8. Vosotros _____ (dormir) 8.5 horas.
9. Mis abuelos _____ (volver) a las 9.
10. Nosotros _____ (volver) más tarde.

B. El diálogo en la tienda
Complete the dialog between the shopper and the clerk.

DEPENDIENTA: Hola. ¿Te _____ (poder - yo) ayudar?
CLIENTE: Ah, sí. Hola. El sábado es el cumpleaños de mi sobrino. _____ (querer - yo) comprarle algo.
DEPENDIENTA: ¿Cuántos años _____ (tener)?
CLIENTE: _____ (tener) 15 años y _____ (recordar - yo) que él _____ (jugar) mucho al fútbol y _____ (soñar) con jugar con Messi. Desafortunadamente, no _____ (encontrar - yo) nada aquí.
DEPENDIENTA: Bueno, te _____ (mostrar) algunas cosas. Aquí hay un jersey de Messi que _____ (costar) $40.
CLIENTE: Me gusta, pero no _____ (recordar) su talla (size).
DEPENDIENTA: No hay problema. Si no es de su talla, _____ (volver -tú) aquí y te _____ (devolver - nosotros) el dinero.
CLIENTE: Pues, tengo prisa, porque hoy _____ (almorzar - yo) con mi esposo y vamos a _____ (probar) la paella española por primera vez.

DEPENDIENTA: Muy bien. ¡Buen provecho!
CLIENTE: Gracias. Adiós.
DEPENDIENTA: Adiós.

C. ¿Cuál verbo?
Choose the correct verb for the context and conjugate it appropriately.

1. Mi perro _____ (dormir / recordar) en mi cama.
2. ¿Cuánto _____ (poder / costar) el estante?
3. Mi novia _____ (almorzar / probar) conmigo los lunes.
4. Mi compañero de casa _____ (soñar / jugar) con ser rico algún día.
5. El profesor _____ (mostrar / almorzar) la gramática nueva.

D. Preguntas personales
Contesta las preguntas con frases completas.

1. Normalmente, ¿a qué hora vuelves a tu casa por la noche?

_____

2. ¿Juegas al ajedrez? ¿Juegas al baloncesto? ¿Juegas al fútbol?

_____

3. ¿Almuerzas con tus amigos los sábados? ¿Dónde?

_____

4. Típicamente, ¿cuántas horas duermes cada noche?

_____

5. ¿Puedes nadar bien? ¿Puedes esquiar bien?

_____

6. ¿Recuerdas los cumpleaños de tus padres?

_____

7. ¿Con qué sueñas? ¿Sueñas con ser rico?

_____

8. ¿Qué días de la semana tienes clase?

_____

9. ¿Qué días de la semana trabajas?

_____

10. Aproximadamente, ¿cúanto cuesta la gasolina hoy?

_____

3.5: Para practicar en clase

3.5 Learning Objectives:
a. To understand *o➔ue* stem-changing verbs
b. To learn new *o➔ue* stem-changing verbs
c. To practice using the days of the week

A. Entrevista
With a classmate, write 6-8 original questions using the following verbs. Then, find another partner to interview. Write their answers, then, report back to your original partner.

Almorzar *Dormir* *Soñar* *Jugar*
Volver *Recordar* *Costar* *Poder*

Preguntas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Respuestas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

B. Ideas originales
With a partner, use the structure of the given sentence as a model, but add original elements (replace the italicized word) for each new subject. Then, share your sentences with the class.

MODELO: Mis padres pueden *viajar* mucho.

yo	Yo puedo *jugar* mucho.
tú	Tú puedes *estudiar* mucho.
mis amigos	Mis amigos no pueden *bailar* mucho.

1. Yo duermo *ocho* horas cada noche.
   mi mejor amigo
   vosotros
   tú
2. Nosotros almorzamos *ensalada*.
   yo
   ella
   mi familia
3. Él juega al *hockey*.
   mi padre
   mi madre
   nosotros
4. Ella sueña con ser *rica*.
   yo
   vosotros
   Roberto
5. Mi familia puede *nadar* bien.
   tú
   nosotros
   ellos
6. El profesor muestra *la gramática*.
   yo
   vosotros
   ella
7. Mis abuelos recuerdan *su boda*.
   tú
   yo
   nosotros
8. Un libro de texto normalmente cuesta *cien* dólares.
   un vestido
   unas sandalias
   una cena elegante
9. Cuando tengo suerte, encuentro *dinero*.
   ella
   nosotros
   usted

C. Repaso
Make sure that you understand and can do the following:

1. Can you correctly conjugate the *ue* stem-changing verbs?
2. Do you know what the *ue* stem-changing verbs mean?
3. Can you answer the following questions in complete sentences?
    a. ¿Qué puedes hacer bien?
    b. Normalmente, ¿cuántas horas duermes cada noche?
    c. Típicamente, ¿a qué hora vuelves a casa?
    d. ¿Qué almuerzas los fines de semana?

Tarea:
Complete *3.6 Para Estudiar en Casa* and *3.6 Para Practicar en Casa*.

3.6: Para estudiar en casa

3.6 Learning Objectives:
a. To learn *e➔i* stem-changing verbs
b. To be able to conjugate and understand the uses of *ver and oír*
c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

Introduction:
In this section, we cover the last type of stem-change: *e➔i*. We will consider the subtle differences between *ver*/*mirar* and *oír*/*escuchar*. Since you have learned all three types of stem-changing verbs, we will practice all of them together.

3.6.a. To learn *e➔i* stem-changing verbs

e➔i stem-changing verbs work just like the other stem-changing verbs that you have already learned. Remember that the endings are regular and there is no stem-change for the *nosotros* and *vosotros* forms. This is the only stem-change that also affects the present participle (*p**i**diendo, rep**i**tiendo*, *cons**i**giendo* etc.)

***pedir (i)* to ask for**

pido	pedimos
pides	pedís
pide	piden

Reír and *sonreír* require *tildes*.

***reír (i)* to laugh**

río	reímos
ríes	reís
ríe	ríen

The following are important *e➔i* stem-changing verbs. Usually, when these verbs are presented they are followed by *(i)* to indicate the stem change.

Español	Inglés
comp**e**tir *(i)*	to compete
cons**e**guir *(i)*	to get / to obtain
corr**e**gir *(i)*	to correct
m**e**dir *(i)*	to measure

p**e**dir *(i)*	to ask for
r**e**ír *(i)*	to laugh
rep**e**tir *(i)*	to repeat
s**e**guir *(i)*	to follow / to continue
s**e**rvir *(i)*	to serve
sonr**e**ír *(i)*	to smile

Note:
You may notice some patterns within this list of verbs. For example, if you know how to conjugate *seguir*, then you will know how to conjugate *conseguir*. The same is true with *reír* and *sonreír*. Another repeating pattern within these verbs is: *-edir* in *medir/pedir* and *-etir* in *competir/repetir*.
The verb *corregir* is irregular in the *yo* form, because the sound of the letter *g* changes depending on the vowel that follows. Pronounce the following: corregir, *corrijo* and *corrigo**. The *g* changes to *j* for the *yo* form in order to preserve the sound of the infinitive.

MODELO:

En este restaurante, siempre pido la pizza, pero mi hermana pide la ensalada.
Sí, la pizza que sirven es excelente.
Yo corrijo mi tarea y el profesor corrige los exámenes.
Repito que es importante repetir las prácticas.
El cómico sonríe y el público ríe mucho.
El carpintero mide dos veces antes de cortar.
Los estudiantes siguen las instrucciones.

3.6.b. To be able to conjugate and understand the uses of *ver* and *oír*

Ver and *oír* are slightly irregular. Their counterparts, *mirar* and *escuchar*, are regular conjugations.

ver = to see	**oír = to hear**
veo	oigo
ves	oyes
ve	oye
vemos	oyemos
veis	oís
ven	oyen

Note:
As you can see, *ver* is only irregular in the *yo* form, because the letter *e* is not dropped. *Oír* is also irregular in the *yo* form, like *tengo, pongo,* and *traigo*. In addition, the *i* is not dropped, except in the *vosotros* form, and it becomes a *y* (the Greek *i = i griega*). This also occurs in the present participle: *oyendo*.

As always, it is best to practice pronouncing the conjugations of new verbs several times.

In English, seeing and hearing are more passive, while watching and listening are more active. Occasionally, these verbs are interchangeable in English, but most of the time, they are not. Consider the following examples:

Passive	Active
I see the television.	I watch the television.
You hear a noise.	You listen to a noise.

It is more common in Spanish that *ver* and *mirar* can be used interchangeably, the same for *oír* and *escuchar*. Be aware that this is the case, so that you can appropriately understand the difference from the context, but it is recommended that you use them as you would in English. Consider the following examples; think about what they mean and how you might translate them to English.

MODELO:

Miro la televisión por la noche.
Veo un barco en el mar.
Miran la Serie Mundial cada año.
Ven a su amiga caminando en la calle.
Escucho las noticias en la radio.
Oigo el ruido de los vecinos.
Escuchamos las instrucciones.
Oímos la música toda la noche.

3.6.c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

The following is a summary of information related to stem-changing verbs in Spanish.

There are three types of stem-changing verbs and the stem-change is usually indicated in parenthesis following the infinitive of the verb.

e➔ie	***o➔ue***	***e➔i***
querer (ie)	poder (ue)	servir (i)

Stem-changes in the present tense do not affect the *nosotros* or *vosotros* forms. These are sometimes called "boot" verbs. The endings are the same as regular *-ar, -er,* and *-ir* verbs.

***cerrar (ie)* to close**

cierro	cerramos
cierras	cerráis
cierra	cierran

Stem-changes can be combined with other types of irregular verb forms.

***tener (ie)* to have**

tengo	tenemos
tienes	tenéis
tiene	tienen

A few require tildes.

***sonreír (i) to* smile**

sonrío	sonreímos
sonríes	soneís
sonríe	sonríen

It is important to pronounce the conjugations of these verbs in order to learn the stem-changes.

Here is a complete list of all of the important stem-changing verbs presented thus far.

e➔ie	***o➔ue***	***e➔i***
c**e**rrar *(ie)*	alm**o**rzar *(ue)*	comp**e**tir *(i)*
com**e**nzar *(ie)*	c**o**ntar *(ue)*	cons**e**guir *(i)*
emp**e**zar *(ie)*	c**o**star *(ue)*	corr**e**gir *(i)*
ent**e**nder*(ie)*	d**o**rmir *(ue)*	m**e**dir *(i)*
p**e**nsar *(ie)*	dev**o**lver *(ue)*	p**e**dir *(i)*
p**e**rder *(ie)*	enc**o**ntrar *(ue)*	r**e**ír *(i)*
pref**e**rir *(ie)*	j**u**gar *(ue)*	rep**e**tir *(i)*
qu**e**rer *(ie)*	m**o**strar *(ue)*	s**e**guir *(i)*
s**e**ntir	p**o**der *(ue)*	s**e**rvir *(i)*
t**e**ner *(ie)*	pr**o**bar *(ue)*	sonr**e**ír *(i)*
v**e**nir *(ie)*	rec**o**rdar *(ue)*	---
---	s**o**ñar *(ue)*	---
---	v**o**lver *(ue)*	---

3.6: Para practicar en casa

3.6 Learning Objectives:
a. To learn *e➔i* stem-changing verbs
b. To be able to conjugate and understand the uses of *ver and oír*
c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

A. La conjugación de los verbos de cambio de raíz *e➔i*
Conjugate the verb in parenthesis according to the context.

1. Los jugadores de baloncesto _____ (competir) en el partido.
2. Mis primos y yo _____ (seguir) visitando la tumba de mi abuelo.
3. Vosotros _____ (pedir) una ensalada.
4. Ellos _____ (pedir) un sándwich.
5. Tú _____ (corregir) tus propios errores.
6. Mi hermano y yo _____ (corregir) los errores del otro.
7. María _____ (servir) la cena a las siete.
8. Vosotros _____ (servir) la cena a las seis y media.
9. Mis abuelos _____ (reír) y _____ (sonreír) mucho.
10. Nosotros _____ (reír) y _____ (sonreír) mucho también.

B. Ver/mirar y oír/escuchar
Use the context of each sentence to choose the correct verb from the options. Then, conjugate in the present tense. Remember to use the meaning in English, but be aware that even in these cases, these verbs are often interchangeable in Spanish.

¿Ver o mirar?

1. ¿_____ tú a la persona allí? Creo que es mi ex.
2. Cada noche mi hermana y yo _____ nuestro programa favorito.
3. Está oscuro. No _____ (yo) muy bien.
4. En la próxima esquina (corner) que _____ (tú), dobla a la derecha (turn right).
5. En el parque por la tarde, él _____ a la gente paseando.

¿Oír o escuchar?

6. Los estudiantes _____ atentamente a la explicación de la profesora.
7. El volumen está muy bajo. Nosotros no _____ muy bien.
8. En la distancia, nosotros _____ las campanas de la iglesia (church bells).
9. Hijo mío, ¿cuántas veces tengo que repetir? Tú me _____, pero no me _____.

C. Ensalada de verbos de cambio de raíz
Conjugate the verb in the present tense according to the context.

1. Nosotros _____ (encontrar) la solución al problema.
2. Mi mejor amigo siempre _____ (dormir) hasta el mediodía.
3. Los estudiantes _____ (repetir) la pronunciación de las palabras.
4. Cada año, ellos _____ (conseguir) un trabajo en el verano.
5. ¿Vosotros _____ (pensar) que váis al concierto esta noche?
6. ¿A qué hora _____ (empezar) la fiesta?
7. La comida que _____ (servir - ellos) en ese restaurante es malísima.
8. ¿Tú _____ (poder) hablar francés también?
9. Mis compañeros y yo _____ (venir) a la universidad a la misma hora.
10. A veces, Los Dodgers _____ (perder) también.
11. Yo _____ (tener) que estudiar hoy.
12. Después de practicar mucho, los estudiantes _____ (entender) la gramática.
13. Nosotros _____ (recordar) los mejores tiempos.
14. Si _____ (querer - tú) ser rico, es importante trabajar mucho.
15. Los estudiantes más dedicados, _____ (seguir) estudiando.
16. Jorge _____ (venir) a la fiesta con su novia.
17. Todos los días, Miguel _____ (jugar) con sus amigos en la calle.
18. Yo siempre _____ (sonreír) cuando estoy con ella.
19. Mi hermana _____ (soñar) con vivir en México.
20. Esta tienda _____ (cerrar) a las diez de la noche.

D. Preguntas personales
Contesta las preguntas con frases completas.

1. ¿Qué piensas hacer este fin de semana?

_____

2. ¿Qué repite mucho la profesora? ¿Qué repiten mucho tus padres?

_____

3. ¿Qué pides en tu restaurante favorito?

_____

4. Típicamente, ¿sonríes mucho? ¿ríes mucho?

_____

5. ¿En qué restaurante sirven tu comida favorita?

_____

6. ¿Con qué sueñas?

_____

7. ¿Qué tienes que hacer hoy? ¿Qué quieres hacer hoy?

_____

8. ¿A qué hora vienes al campus? ¿A qué hora vuelves a casa?

_____

9. ¿Prefieres leer o mirar la televisión?

_____

10. ¿Dónde almuerzas frecuentemente?

_____

3.6: Para practicar en clase

3.6 Learning Objectives:
a. To learn *e➔i* stem-changing verbs
b. To be able to conjugate and understand the uses of *ver and oír*
c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

A. Entrevista
Ask and answer the following questions with a classmate.

1. ¿Cuándo corriges la tarea?
2. ¿Qué platos sirven en tu resaurante favorito?
3. Cuando estás solo en casa, ¿qué almuerzas?
4. Cuando tus amigos están en tu casa, ¿qué sirves para el almuerzo?
5. ¿Cuál programa de televisión miras con frecuencia?
6. ¿Qué tienes que hacer hoy? ¿Qué quieres hacer hoy?
7. Después de clase, ¿sigues practicando español?
8. ¿Ves a tu familia cada semana?
9. ¿Siempre escuchas atentamente cuando habla el profesor/la profesora?
10. Donde vives, ¿qué oyes por la noche?

B. ¿Cuál cambio de raíz
With a partner, take turns reading a random verb from the lists below. Your partner should say which stem-change the verb is, and provide at least one conjugation.

MODELO:
Estudiante A: *Dormir*.
Estudiante B: *Dormir, o➔ue, duermes*.

medir	sentir	entender	devolver	corregir	empezar
costar	pedir	almorzar	pensar	cerrar	conseguir
jugar	preferir	repetir	querer	tener	servir
sonreír	encontrar	perder	probar	venir	soñar
volver	reír	mostrar	contar	competir	poder

C. La opción más lógica
With a partner, discuss the context and the verbs provided. Choose the most logical verb. Then, write the correct form of the verb according to the context.

1. La clase _____ (comenzar/estudiar) a las 10 de la mañana.
2. Los estudiantes _____ (entender/soñar) los nuevos verbos.
3. Mi hijo _____ (tocar/jugar) la guitarra muy bien.
4. A veces, ellos _____ (pedir/preguntar) más tiempo.
5. Hoy quiero _____ (almorzar/tener) una hamburguesa.
6. Mis hermanas _____ (pensar/poder) hablar italiano.
7. Es importante no _____ (encontrar/perder) las llaves.
8. Todos _____ (oír/escuchar) cuando Carlos _____ (reír/sonreír).
9. Mis hijos _____ (devolver/volver) a casa a las ocho.
10. En la noche, nosotros _____ (corregir/soñar) con los ángeles.
11. Algunas personas _____ (seguir/conseguir) trabajando depués de las cinco.
12. Los profesores _____ (repetir/medir) la misma información muchas veces.
13. Cuando tienes tiempo, favor de _____ (poner/pensar) las cosas en su lugar.
14. Yo siempre _____ (preferir/llevar) mis libros a clase.
15. Cada viernes, yo _____ (contar/salir) con mis amigos por la noche.

D. Repaso
Make sure that you understand and can do the following:

1. Can you correctly conjugate the *e➔i* stem-changing verbs?
2. Do you know what the *e➔i* stem-changing verbs mean?
3. Do you know the understand *ver/mirar* and *oír/escuchar*?
4. Do you know about the general characteristics of stem-changing verbs?
5. Can you answer the following questions in complete sentences?
    a. ¿Qué pides en tu restaurante favorito?
    b. Normalmente, ¿quién ríe más tú o tu mejor amigo?
    c. ¿Escuchas a tus padres?
    d. ¿Qué quieres hacer mañana?
    e. ¿Qué días de la semana tienes clase?

Tarea:
Complete *3.7 Para Estudiar en Casa* and *3.7 Para Practicar en Casa*.

3.7: Para estudiar en casa

3.7 Learning Objectives:
a. To understand the concept and structure of pronominal verbs
b. To learn important pronominal verbs
c. To be able to appropriately use common time-related expressions

Introduction:
In this lesson, we will learn about a new type of verb, the pronominal verb. The structure is straightforward, but the concept is often confusing to English speakers. You will learn many important pronominal verbs, many having to do with your daily routine. Lastly, we will practice some prepositions of time, so that you can tell the order of the things that you do during your daily routine.

3.7.a. To understand the concept and structure of pronominal verbs

You have already learned some conjugations of at least one pronominal verb. Do you remember how to say, "What's your name"?

¿Cómo te llamas?

Llamarse is a pronominal verb. That means that when you conjugate it, it has an extra pronoun. These are sometimes called "se" verbs, because when they are presented in the infinitive form, the pronoun "se" is added to the end, as in "llamar**se**".

Pronominal verbs can be *-ar, -er,* or *-ir* verbs. When we conjugate these verbs, there are always three elements, 1) the subject, 2) the pronoun, and 3) the conjugation. In order to be grammatically correct, **all three elements must agree**. Although all three elements must refer to the same subject, the subject is not always explicitly stated.

el sujeto	el pronombre	la conjugación
yo	me	llamo
tú	te	llamas
él, ella, usted	se	llama
nosotoros/as	nos	llamamos
vosotros/as	os	llamáis
ellos, ellas, ustedes	se	llaman

In Spanish, we specify the subject, as needed, according to the context, as was discussed in 1.4. The subject of "me llamo" must be "yo", therefore it is normally omitted.

Pronominal verbs can be stem-changing verbs.

acostarse (uo): to lay down / to go to bed

me acuesto	nos acostamos
te acuestas	os acostáis
se acuesta	se acuestan

Sometimes, non-pronominal verbs have a pronominal counterpart that has a different meaning. The conjugations are the same; the only difference is the pronoun. Notice the difference in meaning between the following non-pronominal and pronominal verbs.

Español	Inglés
dormir (ue)	to sleep
dormirse (ue)	to fall alseep
llamar	to call
llamarse	to be named
poner	to put, to place
ponerse	to put on (oneself)

Pronominal or Reflexive?

Pronominal verbs are sometimes called "reflexive" verbs by teachers and textbooks. Reflexive is when the action is received by the doer of the action. The equivalent pronouns in English are: "myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves", and so they are also referred to as "self" verbs. In English, we do not always use this pronoun, because is understood by the context. For example, if you say: "I shaved", it is understood that you shaved *yourself*. If you shaved someone else, you would add a pronoun to indicate that, like "I shaved *him*".

It is true that some pronominal verbs are reflexive, but not all. There are many examples of this: **Does a book call itself anything?** *Llamarse* is not reflexive, it just has an extra pronoun. In fact is the other way around. All reflexive verbs are pronominal, but not all pronominal verbs are reflexive. To call all pronominal verbs reflexive is like saying all dogs are chihuahuas, instead of saying all chihuahuas are dogs. Therefore, it is better not to think of these verbs as reflexives, rather as pronominal or *se* verbs, verbs that have an extra pronoun.

The Placement of Pronouns

These pronouns usually go before the conjugated verb. Consider the following examples.

MODELO:

Me llamo María y mi hermano se llama Tomás.
Me acuesto y pronto me duermo.
Cuando tengo frío, me pongo una chaqueta.

When the structure of a sentence contains **two** verbs, there are often **two** possibilities: 1) before the conjugated verb and 2) attached to the infinitive.

1. Before the Conjugated Verb	2. Attached to the Infinitive
Me voy a dormir.	Voy a dormir**me**.
Me quiero acostar.	Quiero acostar**me**.

3.7.b. To learn important pronominal verbs

The following list of common pronominal verbs contains many verbs that are related to your daily routine, specifically, things we do everyday.

Español	Inglés
acostarse (ue)	to lay down / to go to bed
afeitarse	to shave (oneself)
bañarse	to bathe/to take a bath
cepillarse los dientes/el pelo	to brush one's teeth/hair
despedirse (i)	to say good-bye
despertarse (ie)	to wake up
divertirse (ie)	to have fun
ducharse	to shower
graduarse	to graduate
lavarse las manos/el pelo	to wash one's hands/hair
levantarse	to get up
llamarse	to be named
maquillarse	to put makeup on (oneself)
peinarse	to comb one's hair
ponerse	to put on (oneself)
quedarse	to stay
quitarse	to take off
secarse	to dry (oneself)
sentarse (ie)	to sit down
sentirse (ie)	to feel
vestirse (i)	to get dressed

MODELO:

En la mañana, me despierto a las 7:30. Me quedo acostada unos 10 minutos. Después, me levanto. Voy al baño y me cepillo los dientes. Me quito la pijama. Me ducho y me afeito. Antes de vestirme, me seco y me maquillo. Desayuno en la cocina. Me cepillo el pelo, me pongo la chaqueta y salgo para la universidad. Depués de mis clases, almuerzo con mis amigos.
En la tarde, me siento cansada. Vuelvo a casa y me acuesto un rato. Más tarde, salgo con mis amigas y nos divertimos mucho.

En la noche, después de despedirme de mis amigas, regreso a casa. Me siento a estudiar en la sala. Luego, me quito la ropa, me pongo la pijama. Me quito el maquillaje, me lavo la cara y me acuesto. Finalmente, me duermo rápidamente.

Note:
Since the pronoun associated with the verbs often indicates who receives the action of the verb, we use definite articles in Spanish instead of the possessive adjectives:

Español	Inglés
me cepillo *los* dientes	I brush *my* teeth
me lavo *la* cara	I wash *my* face

3.7.c. To be able to appropriately use common time-related expressions

In this chapter, you have studied many new verbs. Additionally, you will be discussing your daily routine. In order to do so effectively, you need to know how to describe a series of activities. The following list of adverbs and time-related expressions will help you to describe, in order, the sequence of actions that make up your daily routine.

Español	Inglés
antes (de)	before
primero	first
segundo	second
tercero	third
después (de)	afterwards/after
por último	lastly
finalmente	finally
en seguida	immediately
muy pronto	very soon/quickly/right away
temprano	early
luego	later
más tarde	later
hasta	until
durante 2 horas/minutos/días	for 2 minutos/hours/days

MODELO:

*Me despierto muy **temprano**. **Primero** me levanto. **Segundo** me quito el pijama y **tercero** me visto. **En seguida** voy a la cocina. Tomo un poco de café y leo el periódico, pero **antes** preparo mi almuerzo. **Después**, voy al baño y me cepillo los dientes **durante** 2 minutos. **Por último** me peino y **finalmente** estoy listo para ir a clase.*

Some expressions can be used with other time references that you have already studied.

MODELO:

Después de *las 7:30 tengo tiempo para estudiar.* ***Antes de*** *las 8:30 estoy lista para salir, pero no voy a la universidad* ***hasta*** *las 9.*

Some expressions can be used with the infinitive verb form. The only verb form that should follow a preposition (*de, a, para*, etc.) is the infinitive.

MODELO:

Estudio ***hasta*** *terminar el capítulo.* ***Antes de*** *acostarme, me cepillo los dientes.* ***Después de*** *ponerme la pijama, me acuesto y me duermo.*

Note:
In English, we would use the gerund (present participle) after a preposition (*antes de acostarme* = before **laying** down).

3.7: Para practicar en casa

3.7 Learning Objectives:
a. To understand the concept and structure of pronominal verbs
b. To learn important pronominal verbs
c. To be able to appropriately use common time-related expressions

A. La conjugación de los verbos pronominales.
Conjugate the verb in parenthesis according to the context.

1. Mi familia y yo siempre _____ (levantarse) muy temprano.
2. Yo _____ (acostarse) temprano también.
3. Mi hermana _____ (cepillarse) los dientes en seguida.
4. Mis hermanos _____(vestirse) primero.
5. Nosotros _____ (ducharse) todos los días.
6. Mi hermano menor _____ (bañarse).
7. Yo _____ (afeitarse) en la ducha.
8. ¿Ustedes _____ (divertirse) con sus amigos?
9. Tú _____ (lavarse) las manos frecuentemente.
10. Los estudiantes _____ (vestirse) antes de clase.

B. ¿Cuál verbo?
Choose the most appropriate verb and write the correct verb form according to the context.

ponerse ***divertirse*** ***vestirse*** ***bañarse*** ***acostarse***
levantarse ***despertarse*** ***ducharse*** ***lavarse*** ***cepillarse***

Silvia _____ a las 8 de la mañana todos los días.
Primero, _____ y en seguida va al baño. Allí _____
los dientes y _____ la cara. Los fines de semana, prefiere
_____ porque tiene más tiempo, pero entresemana, _____
porque es más rápido. Después _____ para trabajar o si es
sábado, _____ ropa muy cómoda. Todos los días _____
y a las 10 _____.

C. Actions: Habitual and Future

Using the infinitive form of the pronominal verbs, write down 5 things that you normally do everyday. Try to include some additional information.
(i.e. *Cepillarme los dientes en el baño.*)

1. _____
2. _____
3. _____
4. _____
5. _____

Now, conjugate them in the present tense to describe your habitual actions
(i.e. *Me cepillo los dientes en el baño.*)

1. _____
2. _____
3. _____
4. _____
5. _____

Now use *ir + infinitivo* to describe what you are going to do tomorrow. Remember that you have two options for pronoun placement. Try to use both.
(i.e. *Voy a cepillarme los dientes en el baño. Me voy a cepillar los dientes en el baño.*)

1. _____
2. _____
3. _____
4. _____
5. _____

D. Mi rutina diaria
Write your daily routine. Use as many actions as possible. Indicate the order that you do the actions using the time-related expressions. Indicate in what part of the house you do the actions. Try to be as detailed as possible.

En la mañana, _____

_____

_____

_____

_____

_____

_____

_____

_____

Por la tarde, _____

_____

_____

_____

_____

_____

_____

_____

_____

En la noche, _____

_____

_____

_____

_____

_____

_____

_____

3.7: Para practicar en clase

3.7 Learning Objectives:
a. To understand the concept and structure of pronominal verbs
b. To learn important pronominal verbs
c. To be able to appropriately use common time-related expressions

A. Las asociaciones
With a partner, write which part of the house, which furniture and/or appliances you associate with the following actions. Can you associate any other verbs or words with these? See which group can find the most associations.

1. despertarse _____
2. cepillarse los dientes _____
3. maquillarse _____
4. afeitarse _____
5. vestirse _____
6. ducharse _____
7. peinarse _____
8. sentarse _____
9. divertirse _____
10. acostarse _____

B. Entrevista
With a classmate, ask and answer the following questions. Be creative with your answers. Use complete sentences.

1. ¿A qué hora te acuestas normalmente? ¿A qué hora te despiertas?
2. ¿Cuántas veces al día te cepillas los dientes?
3. ¿Te bañas o te duchas normalmente?
4. ¿Cuántas veces a la semana te afeitas?
5. ¿Te cepillas el pelo o te peinas?

6. ¿Cuándo te gradúas?

7. ¿Te diviertes con tus amigos los viernes?

8. Tus amigos y tú, ¿se despiden con besos y abrazos?

9. ¿Te maquillas?

10. ¿Qué haces después de ducharte?

C. La secuencia de actividades
Thinking of your daily routine, fill in the blanks with the appropriate form of pronominal verbs that would normally have the sequence indicated.

1. Primero _____ y segundo _____

2. Antes de _____, yo siempre _____

3. _____ y en seguida _____

4. Siempre _____ las 8 de la mañana, luego _____

5. Normalmente _____, luego _____

6. _____, más tarde _____

7. _____ y _____, por fin _____

8. _____ muy temprano, por eso _____ mucho.

9. Después de _____, normalmente yo _____

10. _____ hasta muy tarde, por eso _____ mucho.

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand the concept and structure of pronominal verbs?
2. Do you know the meaning of the pronominal verbs?
3. Can you use time-related expressions to describe your daily routine?
4. Can you answer the following questions in complete sentences?
    a. ¿A qué hora te acuestas?
    b. ¿Cuántas veces a la semana te duchas?
    c. ¿Qué haces después de despertarte?
    d. ¿Te diviertes los fines de semana?

Tarea:
Complete *3.8 Para Estudiar en Casa* and *3.8 Para Practicar en Casa*.

3.8: Para estudiar en casa

3.8 Learning Objectives:
a. To learn about living conditions for young people in Spain
b. To review what you learned in 3.1-3.8

Introduction:
In this chapter, we discussed our homes and daily routines. We will use an LTE (Letter To the Editor) sent to a Spanish newspaper to discuss current economic living conditions in Spain. Also, before moving on to chapter 4, we will review the language and culture topics from chapter 3 and complete a capstone project.

3.8.a. To learn about living conditions for young people in Spain

El País is a Spanish Newspaper. In August of 2005, Carolina Alguacil, a 27 year old woman, wrote an opinion piece titled: *Yo soy "mileurista".*

Yo soy "mileurista"

Follow the link to read the original letter in which she coined the term "*mileurista*". The letter describes the economic situation of her generation, highly educated individuals who could only find employment that would pay around 1000 euros per month (mil - eur -ista).

Unfortunately, high unemployment, low wages, and a cost of living equal to other countries in Europe where salaries are higher, have continued to deteriorate the situation. Carolina Alguacil was complaining about her generation's salaries, but since then, other terms, like "*nimileurista*" (not even *mileurista*) and *seiscientos eurista* have been coined.

For further reading (optional), try the following links:

El País, 23 de octubre, 2005: La generación de los mil euros

El País, 12 de marzo, 2012: Generación "nimileurista"

El País, 10 de mayo, 2015: Mileuristas, diéz años después

3.8.b. To review what you learned in 3.1-3.8

Below you will find the complete list of the chapter 3 learning objectives. You should understand each of them. Review them carefully and, if you are unsure about any of them, go back and review the explanations.

3.1 Learning Objectives:
- a. To acquire vocabulary related to the rooms / parts of a house
- b. To learn vocabulary related to furniture, appliances, and other household items

3.2 Learning objectives:
- a. To learn what diphthongs are, how they are formed, and why they are important
- b. To understand how diphthongs are broken
- c. To be able to correctly pronounce words with and without diphthongs

3.3 Learning objectives:
- a. To learn the present tense conjugation of the verb *ir*
- b. To be able to use i*r* to tell to where someone is going and the contraction *al*
- c. To be able to use *ir* to tell what someone is going to do

3.4 Learning objectives:
- a. To be able to conjugate *hacer, poner, salir, traer* and *caer*
- b. To understand *e➔ie* stem-changing verbs
- c. To learn new *e➔ie* stem-changing verbs

3.5 Learning objectives:
- a. To understand *o➔ue* stem-changing verbs
- b. To learn new *o➔ue* stem-changing verbs

3.6 Learning objectives:
- a. To learn *e➔i* stem-changing verbs
- b. To be able to conjugate and understand the uses of *ver and oír*
- c. To review *e➔ie, o➔ue,* and *e➔i stem changing verbs*

3.7 Learning objectives:
- a. To understand the concept and structure of pronominal verbs
- b. To learn important pronominal verbs
- c. To be able to appropriately use common time-related expressions

3.8 Learning objectives:
- a. To learn about living conditions for young people in Spain
- b. To review what you learned in 3.1-3.8

3.8: Para practicar en casa

3.8 Learning Objectives:
a. To learn about living conditions for young people in Spain
b. To review what you learned in 3.1-3.8

A. Comprensión de lectura
Answer the following questions based on the LTE: *Yo soy "mileurista"*.
1. Según la lectura, ¿cuántos años tiene un mileurista?

_____

2. ¿Qué cualificaciones o preparaciones tiene un mileurista?

_____

3. ¿Qué le gusta al mileurista?

_____

4. ¿Qué no tiene el mileurista?

_____

5. ¿Quién se ríe cuando dice que gana "*nine hundred and ninety seven euros*"?

_____

B. ¿Eres mileurista?
Think about and answer the following questions based on your own experience. If needed, look up information.

1. Immediately after graduation from college, how much do you expect to earn per month?

_____

2. What is the monthly minimum wage in California? What percentage of that would go to the typical rent?

_____

3. Why are they laughing at the *mileurista* at the end of the letter?

_____

4. How do you think this generation of *mileuristas* feels about their future?

_____

5. What do you think led to this economic situation?

_____

C. Repaso (Review)
Review the chapter 3 learning objectives again and repeat the exercises in any section that you think you need to practice more.

D. Chapter 3 Capstone Project
The house and routine project is the culminating project for Chapter 3 - *La casa*. The project brings together everything you have learned so far, especially vocabulary and verb forms covered in this chapter. This project will help you study for your chapter exam as well as the oral final at the end of the semester.

Materials- For this project you will need pictures of the rooms in your house. IF you prefer, you MAY use appropriate imagery that represents them (i.e., if I don't have a picture of a living room, I can use a picture(s) from the internet that portrays it. A minimum of 1 image per "residential space" is required.

Mode of delivery- This presentation should be completed in Power Point or Google Slides. You will present yours in class, so be sure to practice your script.

Instructions - Prepare a multimedia presentation of your house and daily routine. Please:

- Present a minimum of 5 residential spaces, including your bedroom, bathroom, kitchen, living room, and one other space, like a garden or patio, etc.
- Describe each space using the chapter vocabulary and look up any additional words that you need. *¿Qué hay en tu cuarto, etc.?*
- Describe what you do in each space throughout your day using the verbs covered in this chapter: (i.e. *En mi habitación, hay... Primero, me despierto, entonces, me levanto.... Después voy al baño, En mi baño hay..., etc.*)
- IF, for any reason, you prefer NOT to discuss YOUR home, it is possible to create a presentation based on someone else's home:
  a. *la casa de otra persona* (i.e., Barak Obama, Elon Musk, un buen amig@, etc.)
  b. *la casa ideal* - how you might "choose" your home and routine to be, based on your own personality or interests.

Content- Presentations should include the following information:
¿Qué cuarto?
Éste es mi baño.
¿Qué hay en el cuarto?
En mi baño hay dos espejos y dos lavabos. También hay un inodoro y una ducha.
¿Qué haces en el cuarto?
En mi baño, me cepillo los dientes, me ducho, me peino y me visto.
¿Adónde vas después?
Después voy a la cocina...

3.8: Para practicar en clase

3.8 Learning Objectives:
a. To learn about living conditions for young people in Spain
b. To review what you learned in 3.1-3.8

A. ¿Somos mileuristas?
In a group of 3 or 4 classmates, discuss the reading: *Yo soy "mileurista"*. Be sure to address the following topics:

1. What caused the economic situation of the *mileurista*?
2. How qualified are *mileuristas* compared to the typical college grad in the U.S.?
3. How does the lifestyle of the *mileurista* sound to you, short-term and long-term?
4. What future plans do you have? What future plans does a *mileurista* have? Are you able or will you be able to save money? Can they?
5. What advice would you give to a *mileurista*?

B. Entrevista
With a classmate, ask and answer the following.

1. ¿Qué hay en tu casa/habitación/cocina/baño/comedor/sala?
2. ¿Qué vas a hacer esta mañana/durante las próximas vacaciones/ este fin de semana?
3. ¿Qué va a hacer tu mejor amigo/tus amigos/tus amigos y tú?
4. ¿A qué hora empieza tu primera clase/tu última clase? ¿Qué días tienes clases?
5. ¿Qué quieres hacer hoy/mañana/este fin de semana/después de graduarte?
6. ¿Dónde y con quién almuerzas normalmente?
7. ¿Juegas al béisbol/baloncesto/fútbol/fútbol americano/hockey/etc.?
8. ¿Puedes nadar bien/correr muy rápido/escribir poesía?
9. ¿Qué pides en tu restaurante favorito? ¿Qué sirven normalmente?
10. ¿Qué pones en tu mochila? ¿Qué traes a clase? ¿A qué hora sales con tus amigos?
11. ¿Qué haces en la mañana/los fines de semana/cuando tienes clase?
12. ¿A qué hora vienes a la universidad?

C. Repaso
Practice the following with a partner.

1. El Vocabulario
With a partner, discuss how each of these sentences could be changed to make sense. Try to find multiple options for each by using this chapter's vocabulary.

MODELO:

¿El lavabo está en la habitación? No, el lavabo está en la cocina.
No, el inodoro está en el baño.
No, la bañera está en el baño, etc.

¿La estufa está en el baño?

¿El televisor está en el horno?

¿La cama está en la piscina?

¿El inodoro está en la habitación?

¿El sofá está en la cocina?

¿La mesita de noche está en el jardín?

¿El refrigerador está en el espejo?

¿La alfombra está en el sofá?

¿El jardín está en el garaje?

¿El armario está en el baño?

2. Las sílabas
With a classmate, divide the following words into syllables. Using the pronunciation rules, underline the stressed syllable. Practice pronouncing the words out loud.

1. cuarto _____ 2. maestro _____

3. país _____ 4. australiano _____

5. miércoles _____ 6. impermeable _____

7. monstruo _____ 8. siempre _____

9. bailar _____ 10. hay _____

3. ¿Qué van a hacer?
With a classmate, guess what the following people are *going to do*. Use verbs that we have learned so far and complete each sentence with the *ir + infinitivo* construction - do not repeat verbs.

1. ¿Qué va a hacer tu madre hoy?
2. ¿Qué van a hacer tus primos mañana?
3. ¿Qué va a hacer tu hermana este fin de semana?
4. ¿Qué van a hacer tus tíos durante las próximas vacacciones?
5. ¿Qué va a hacer tu perro esta tarde?
6. ¿Qué va a hacer tu mejor amigo mañana por la mañana?
7. ¿Qué va a hacer tu profesor de español esta noche?
8. ¿Qué va a hacer tu padre el miércoles?
9. ¿Qué van a hacer tus abuelos el viernes por la noche?
10. ¿Qué van a hacer tus compañeros de clase después de clase?

4. Algunos verbos nuevos
Conjugate the verbs provided. Once you are done, compare your answers with a classmate's and then check your answers.

1. *Preferir*. Ella _____ la costa y vosotros _____ las montañas.
2. *Entender*. Tú _____ a la profesora y nosotros _____ la lección.
3. *Traer*. Yo _____ las entradas y ellos _____ a sus amigos.
4. *Perder*. Él _____ sus llaves y vosotros _____ la clase.
5. *Empezar*. Tú _____ a las 6 y nosotros _____ a las 8.
6. *Venir*. Yo _____ a la universidad y tú _____ a tu casa.
7. *Querer*. Nosotros _____ salir y ella _____ quedarse.
8. *Poner*. Yo _____ la mesa y él no _____ la mesa.

5. Mi rutina diaria
With a partner, take turns describing your daily routine. Be sure to include the days of the week, the places in your home where certain actions are performed, and your class and work schedule.

6. Mi rutina diaria ideal
Now discuss how you would like your daily routine to be. What time would you get up or go to bed if you could do so at any time? What would your class and work schedule be like?

7. Mi casa
With a partner, discuss your current apartment or home, or the apartment or house where you grew up. Specifically, try to use as much of the vocabulary from this chapter to tell *¿qué hay?* in each room.

8. Mi casa ideal
With a partner, take turns describing your ideal house. Discuss where it would be, how many rooms, and all the things inside it.

Tarea:
Continue to review in order to be prepared for the Chapter 3 Assessment.

4

De compras

4.1 Learning Objectives:

a. To acquire vocabulary related to clothes and accessories
b. To learn vocabulary related to colors, patterns, and materials
c. To practice shopping-related vocabulary

4.2 Learning objectives:

a. To review the main use of the *tilde*
b. To learn the other use of the *tilde*
c. To recognize and understand common examples of some "twin" words

4.3 Learning objectives:

a. To learn about direct object pronouns and their function
b. To learn about the "personal a"
c. To be able to use direct object pronouns with infinitives

4.4 Learning objectives:

a. To learn the conjugations and uses of *saber* and *conocer*
b. To learn the conjugations and uses of *ser* and *estar*
c. To learn about adjectives that change meaning with *ser* and *estar*

4.5 Learning objectives:

a. To learn about indefinite and negative adverbs and their uses
b. To learn about indefinite and negative nouns and their uses
c. To learn about indefinite and negative adjectives and their uses

4.6 Learning objectives:

a. To be able to understand and use the demonstrative adjectives
b. To be able to understand and use the demonstrative pronouns
c. To be able to understand and use the neuter demonstrative pronouns

4.7 Learning objectives:

a. To be able to form the present participle and the present progressive
b. To understand the uses of the present participle and present progressive
c. To be able to use the present progressive with certain pronouns

4.8 Learning objectives:

a. To practice interpersonal exchanges between a salesclerk and a customer
b. To review what you learned in 4.1 - 4.8

4.1: Para estudiar en casa

4.1 Learning Objectives:
a. To acquire vocabulary related to clothes and accessories
b. To learn vocabulary related to colors, patterns, and materials
c. To practice shopping-related vocabulary

Introduction:
In this lesson, we will study colors and patterns, clothes and accessories, and shopping-related vocabulary. As with other vocabulary lists, remember to study each new noun with the definite article. Also, be sure to look up any additional words that you might need to describe your own clothes.

4.1.a. To acquire vocabulary related to clothes and accessories

The following vocabulary list features common clothes and accessories. Study carefully each word. Pronounce them out loud and try to visualize them on yourself or a friend.

La ropa	The Clothes
los zapatos (de tacón)	the shoes (high heeled)
los tenis	the tennis shoes
las sandalias	the sandals
las chanclas	the flip flops
las zapatillas	the slippers
las botas	the boots
los calcetines	the socks
las medias	the stockings
la ropa interior	the underwear
los calzones	the underpants
el sostén	the bra
las pijamas	the pajamas
la bata	the robe
los pantalones	the pants
los jeans	the jeans
la falda	the skirt
el vestido	the dress
la camiseta	the t shirt
la camisa	the shirt
la blusa	the blouse
el suéter	the sweater
el traje / el traje de baño	the suit / the bathing suit

Note:
Ropa is a singular noun that refers to something plural: clothes. You do not have to pluralize it.

There are several ways of expressing certain words. This depends on many things, like regionalisms and dialects. For example, "jeans" can be expressed as: *los bluejeans, los vaqueros*, even *pantalones*, etc. While all of these words are acceptable, we suggest that you learn one for now. Later, you may want to learn others depending on where you travel and with whom you are speaking.

Los acesorios	The Accessories
el sombrero	the hat
la gorra	the cap
el cinturón	the belt
la corbata	the tie
la chaqueta	the jacket
el abrigo	the coat
el impermeable	the raincoat
el bolso	the hand bag
la cartera	the wallet
los guantes	the gloves
la bufanda	the scarf
las joyas	the jewelry
el collar	the necklace
el brazalete	the bracelet
el reloj	the watch
los aretes	the earrings
el anillo	the ring

MODELO:

¿Qué llevas hoy?

Hoy, llevo unas sandalias, unos pantalones cortos y una camiseta.

¿Qué llevas tú?

Llevo unos zapatos, unos calcetines, una falda y una blusa. También llevo dos anillos, unos aretes, un brazalete y un collar.

¿Qué llevas para dormir?

Llevo unas pijamas.

¿Qué llevas para nadar?

Llevo un traje de baño.

¿Qué llevas para un evento elegante?

Llevo un vestido y unos zapatos de tacón.

¿Qué lleva el presidente?

Lleva unos zapatos y un traje con una corbata.

Note:
Normally, in both English and Spanish, we use the indefinite article for articles of clothes.

4.1.b. To learn vocabulary related to colors, patterns, and materials

In this section, we will learn vocabulary related to colors and patterns. Colors are often used as adjectives, so there are four forms for most of them. The gender and number of colors follow the same rules discussed in 2.1. Study and pronounce each word carefully.

Los colores	The Colors
amarillo	yellow
anaranjado	orange
azul (marino)	blue (navy)
blanco	white
dorado	gold
gris	grey
marrón	brown
negro	black
plateado	silver
púrpura	purple
rojo	red
rosa	pink
verde	green
violeta	violet

Note:
Azul, gris, púrpura, rosa, *verde,* and *violeta* have only one singular form. *Púrpura* and *violeta* are also exceptions in the plural, because the vowel does not change *(unos pantalones púrpuras)*.

Los patrones y materiales	The Patterns and Materials
de cuadros	plaid
de lunares	polka-dot
de rayas	striped
de algodón	cotton
de cuero	leather
de lana	wool
de oro	gold
de plata	silver
de seda	silk

MODELO:

¿Qué llevas hoy?

Llevo una falda de lunares, una corbata de seda y unos zapatos de cuero.

¿Qué joyas llevas hoy?

Llevo unos aretes de plata y un collar de plata.

¿De qué es esta camiseta?

Es de algodón.

4.1.c. To practice shopping-related vocabulary

In this section, we will learn vocabulary related to shopping. In the vocabulary list below, you will find nouns, adjectives, and verbs. Study each word carefully and try to relate it to something personal in your life. Be sure to pronounce each word carefully out loud.

Spanish	English
el almacén	the department store
el centro comercial	the mall
el mercado	the market
la plaza	the plaza
la tienda	the store
la ganga	the bargain
el precio (fijo)	the price (the fixed price)
las rebajas	the sales
barato	cheap
caro	expensive
cómodo	comfortable
de moda	in fashion / trendy
comprar	to buy
llevar	to wear/to take/to carry
regatear	to haggle
usar	to wear/to use
vender	to sell

MODELO:

¿Adónde vas hoy?

Voy al centro comercial para comprar ropa nueva.

¿Qué buscas?

Necesito comprar unos pantalones nuevos, pero baratos. Por eso, espero encontrar una ganga o, si no tiene precio fijo, pienso regatear.

Debes ir a la nueva tienda en la plaza. Allí venden de todo. No tienen muchas cosas caras y hoy tienen rebajas. Siempre encuentro gangas y puedes regatear.

Perfecto. ¿Quieres ir conmigo?

Sí, pero no puedo ir hasta la tarde porque la ropa que quiero usar está en la lavadora.

¿Qué ropa?

Mi falda de rayas y mi blusa blanca. ¿Puedes esperar?

No. Tengo una cita con mi novio a las 3 de la tarde.

Bueno, buena suerte con las compras.

Gracias por la información. Hasta luego.

Hasta pronto, chica.

4.1: Para practicar en casa

4.1 Learning Objectives:
a. To acquire vocabulary related to clothes and accessories
b. To learn vocabulary related to colors, patterns, and materials
c. To practice shopping-related vocabulary

A. Mi ropa
Use the new vocabulary and write down all the items that you have of the following colors, patterns, and materials. Don't forget your accessories.

MODELO:
verde: camiseta, corbata, camisa, pantalones, calcetines, anillo

1. blanco _____
2. rojo _____
3. azul _____
4. gris _____
5. negro _____
6. de rayas _____
7. de oro _____
8. de cuero _____
9. de algodón _____
10. de seda _____

B. ¿Qué tienes en tu clóset?
Look in your closet and / or dresser and describe 10 different items that you have, including color, patterns, and materials.

MODELO:
Tengo un cinturón marrón. Es de rayas y de cuero.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

7. _____

8. _____

9. _____

10. _____

C. ¿De qué color es?
Complete the following sentences with colors. Be sure to match agreement with gender and number where appropriate. You may provide additional information.

1. Mi camisa favorita es _____

2. Quiero un coche _____

3. Mi habitación es _____

4. Mis pantalones favoritos son _____

5. Mi cartera es _____

6. Mis botas favoritas son _____

7. Mi traje favorito es _____

8. Mi traje de baño favorito es _____

9. Mi cinturón favorito es _____

10. Mis zapatos favoritos son _____

D. ¿Qué llevas?
Use complete sentences to answer the following questions based on your own preference. Include as much information as possible, like colors, patterns, and materials.

MODELO:
¿Qué llevas para dormir? Llevo unos pantalones cortos y una camiseta.

1. ¿Qué llevas en casa? _____

2. ¿Qué llevas a clase? _____

3. ¿Qué llevas para nadar en el río? _____

4. ¿Qué llevas para una cita con tu novi@? _____

5. ¿Qué llevas para una entrevista? _____

6. ¿Qué llevas a una boda? _____

7. ¿Qué llevas hoy? _____

8. ¿Qué llevas para trabajar? _____

9. ¿Qué llevas cuando haces ejercicio? _____

10. ¿Qué llevas cuando tienes frío? _____

4.1: Para practicar en clase

4.1 Learning Objectives:
a. To acquire vocabulary related to clothes and accessories
b. To learn vocabulary related to colors, patterns, and materials
c. To practice shopping-related vocabulary

A. ¿De qué color es?
With a classmate, discuss the color or colors that you might associate with the following items.

1. el dinero
2. la bandera (flag) americana
3. el cielo (sky)
4. la sangre (blood)
5. la nieve (snow)
6. una manzana (apple)
7. las flores
8. un arco iris (rainbow)
9. el bosque
10. el amor

B. En la tienda
Discuss with a classmate where you might go to purchase the following items. Tell them the name of the store, if the items are expensive or not, how much they cost, etc.

MODELO:
un reloj de oro
¿Adónde vas para comprar un reloj de oro?
Voy a Sears en el centro comercial. Venden todo barato, tienen mucha selección y muchas rebajas. Un reloj cuesta menos de $100.

un vestido elegante	un cinturón de cuero
unos jeans	unos aretes de plata
unos zapatos de tacón alto	unos calcetines de algodón
unos tenis blancos	una chaqueta de cuero
una bufanda de seda	una gorra de béisbol

C. ¿Entrevista?
With a partner, ask and answer the following questions in complete sentences. Include as much detail as possible, such as colors, patterns, and materials.

1. ¿Qué llevas hoy?
2. ¿Qué lleva la profesora hoy?
3. ¿Qué llevas para un evento elegante?
4. ¿Dónde compras tu ropa? ¿Por qué?
5. ¿Qué ropa tienes de seda?
6. ¿Qué ropa tienes de cuero?
7. ¿Qué ropa blanca tienes?
8. ¿Qué ropa negra tienes?
9. ¿Dónde hay gangas esta semana?
10. ¿En qué tienda venden zapatos muy cómodos?

D. Diseño de moda
With a classmate, design a new male or female outfit or "look" for this winter. What are the accessories that will accompany your design? Color your drawing and/or use labels to indicate the color, pattern, and material of each item. When you are done, share your design by showing the drawing and describing all of the items.

E. Repaso
Make sure that you understand and can do the following:

1. Do you know the Spanish words for different articles of clothing and accessories?
2. Can you name all the colors, patterns, and materials in Spanish?
3. Can you answer the following questions in complete sentences?
    a. ¿Qué llevas hoy?
    b. ¿Qué lleva el profesor?
    c. ¿Adónde vas para comprar unos jeans nuevos?
    d. ¿Qué hay en tu clóset?

Tarea:
Complete *4.2 Para Estudiar en Casa* and *4.2 Para Practicar en Casa*.

4.2: Para estudiar en casa

4.2 Learning Objectives:
a. To review the main use of the *tilde*
b. To learn the other use of the *tilde*
c. To recognize and understand common examples of some "twin" words

Introduction:
The focus of this section is the *tilde* that you sometimes see over a vowel in Spanish. The *tilde* has two functions. The main function of the *tilde*, as you have already learned in 2.2, is to change the stressed syllable of the word. The other use of the *tilde* is to indicate a difference between two words (twins) that are pronounced (and stressed) exactly the same.

4.2.a. To review the main use of the *tilde*

As you recall, every word in Spanish has one syllable that is stressed more than the rest. If there is no *tilde*, the only options are the last syllable or the second to last syllable, always based on the last letter of the word. The *tilde* breaks those rules and allows any syllable to be stressed. Here are the rules as summarized in 2.2.

Pronunciation Rules for Syllable Stress

1. Words in Spanish that have no written accent and end in a **vowel, n,** or **s** always stress the second-to-last (penultimate) syllable.
2. Words that don't have a written accent and end in any other consonant (other than **n** or **s**) always stress the last syllable.
3. Words with written accents (*tildes*) always stress the syllable with the tilde.

With these rules and the understanding of diphthongs presented in 3.2, you should be able to correctly stress any word in Spanish. Below are examples of words that follow each rule; the stressed syllable is underlined.

Rule 1	Rule 2	Rule 3
abogado	nacionalidad	débil
practico	error	práctico
viven	avestruz	practicó

4.2.b. To learn the other use of the *tilde*

The other use of the *tilde*, besides changing the normally stressed syllable of a word, is to indicate a different connotation of a word that is pronounced the same way. One of the twins does not have a *tilde* and the other twin does. They are pronounced exactly the same, but have different meanings. These words are called homonyms. You have already seen a number of these words.

Español	Inglés
tu	yours
tú	you
el	the
él	he
que	that
qué	what
como	I eat
cómo	how

MODELO:

*¿**Tú** tienes **tu** libro?*

Sí.

*Y tu hermano, ¿**él** tiene **el** otro?*

*Sí. ¿**Qué** quieres? ¿Quieres el libro **que** él tiene?*

*¿Puedes ver **cómo yo como** cuando tengo prisa?*

Sí.

Note:
Although these words are pronounced exactly the same, they have different meanings. This difference in meaning is often understood by the context and, when written, indicated by the *tilde*.

Remember that interrogative words always have *tildes* when functioning as a question. Interrogative words can be used as direct or indirect questions (or exclamations), in which case, they have *tildes*. Carefully consider the following.

Direct Question	¿**Por qué** vas?	**Why** are you going?
Indirect Question	No sabe **por qué** vas.	He doesn't know **why** you are going.

However, interrogative words can be used as relative pronouns, in which case, they are not questions and do not have *tildes*. Although the translation may be the same, the function is different. In this case, the functional difference is indicated by the *tilde*.

Relative Pronoun	Estudio cuando tengo un examen.	I study when I have an exam.

4.2.c. To recognize and understand common examples of some "twin" words

The following list of common examples of "twin" words will be very helpful as you develop your abilities in Spanish. Carefully study each word. Pronounce each one out loud and think about how you might use it in a sentence.

Español	Inglés
si / sí	if / yes
tu / tú	your / you
mi / mí	my / (to) me
el / él	the / he
te /té	to you / tea
se / sé	-self (pronoun) / I know (verb conj.)
mas / más	but / more
de / dé	of, from / give (verb form of *dar*)
solo / sólo	alone / only
que / qué	that or what / what?
como / cómo	I eat, how (pronoun) / how?
por que / por qué	why (pronoun) / why?
quien / quién	who, whom (pronoun) / who?, whom?
donde / dónde	where (pronoun) / where?
adonde / adónde	to where (pronoun) / to where?
cual, cuales / cuál, cuáles	which (pronoun) / which?
cuando / cuándo	when (pronoun) / when?
cuanto / cuánto	how much (pronoun) / how much?

Notes:
a) Some of these verb forms (***dé*** and ***sé***) you have not learned yet. b) The rule requiring a *tilde* over ***sólo*** is no longer obligatory, it is only when there is ambiguity about if it means alone or lonely. c) Later in this chapter you will learn other twin words related to demonstrative adjectives that don't have *tildes* (***esta*** *casa* = this house) and demonstrative pronouns that sometimes do (***ésta*** = this one).

MODELO:

*¿A ti **te** gusta el **té** o el café?*

*Ambos, pero a **mí** me gusta tomar té en **mi** cama antes de empezar el día. **Sólo** tomo café si estoy con otras personas. Si estoy **solo**, tomo **té**.*

*¿**Dónde** está **el** libro de Juan?*

*El libro de **él** está en la mesa **donde** debe estar.*

*¿**Cuándo** sales con tus amigos?*

*Siempre salgo con ellos **cuando** termino la tarea.*

*¿**Quién** es?*

*Es la persona con **quien** trabajo.*

4.2: Para practicar en casa

4.2 Learning Objectives:
a. To review the main use of the *tilde*
b. To learn the other use of the *tilde*
c. To recognize and understand common examples of some "twin" words

A. Las tildes I
Which of the following requires a *tilde*? Add any necessary *tildes*.

1. ¿Te gusta el te?
2. A mi me gusta mi casa.
3. ¿Cuando llora?
4. Solo llora cuando está solo.
5. Sí, voy a ir si tengo tiempo.
6. Mi hermana tiene el teléfono de el.
7. ¿Tu tienes tu libro?
8. ¿Que haces cuando tienes tiempo libre?
9. Como con mi amiga.
10. ¿Donde van a comer?

B. Las tildes II
Listen to the recording and, based on the pronunciation and your knowledge of the pronunciation rules, add a *tilde* to any word that requires one. (Hint: figure out which syllable is stressed automatically, then listen to the audio and add a tilde when it doesn't match).

1. esta
2. esta
3. hablara
4. hablara
5. critico
6. critico
7. critico
8. practico
9. practico
10. practico

C. Las tildes III
Use all you know about pronunciation and *tildes* to add any required tildes to the following sentences.

1. Mario tiene solo un amigo. Por eso siempre esta tan solo.
2. Mi tio compra regalos para mi.
3. ¿Cantas tu en el concierto mañana? Tu voz me gusta mucho.
4. El ultimo dia de la semana es el sabado.
5. ¿Quien es la persona con quien con tu mama?

D. Un trabalengua

Read the following tongue twister out loud several times. Use all you know about Spanish pronunciation and be careful to stress the correct syllable and correctly pronounce the diphthongs. Focus on the pronunciation and not so much on the meaning. *Contar* means "to count" and "to tell". *Un cuento* is "a story".

Cuando cuentes cuentos,

cuenta cuantos cuentos cuentas;

porque si no cuentas cuantos cuentos cuentas,

no sabrás cuántos cuentos cuentas.

4.2: Para practicar en clase

4.2 Learning Objectives:
a. To review the main use of the *tilde*
b. To learn the other use of the *tilde*
c. To recognize and understand common examples of some "twin" words

A. Entrevista
With a classmate, ask and answer the following questions.

1. ¿Qué llevas hoy?
2. ¿Qué lleva el profesor?
3. ¿Cuál es la diferencia entre te y té?
4. ¿Cuál es la diferencia entre el y él?
5. ¿Cuál es la diferencia entre donde y dónde?
6. ¿Cuál es la diferencia entre cuándo y cuando?
7. ¿Dónde compras ropa?
8. ¿Qué tiendas tienen rebajas esta semana?
9. ¿Entiendes el trabalengua?
10. Practica el trabalengua en voz alta con tu compañero de clase.

B. Los gemelos (the twins)
Discuss with a partner each of the following words. Does it have a twin? If so, what does each one mean or what is the function of the other.

1. mas	2. ti
3. si	4. fe
5. cuales	6. pero
7. tu	8. quien
9. se	10. la

C. Las sílabas
With a classmate, identify any diphthongs and divide the words into syllables. Using the pronunciation rules, underline the syllable that would be stressed without a *tilde* (as they are written now). Pronounce them, emphasizing the way they are written - without *tildes*.

When you are ready, your instructor will pronounce the words correctly. Add any *tilde* that is required to stress the correct syllable. Practice pronouncing the words out loud.

1. despues _____ 2. tambien _____

3. telefono _____ 4. veintidos _____

5. examenes _____ 6. azul _____

7. aqui _____ 8. interes _____

9. dolares _____ 10. angeles _____

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand the main use of the *tilde*?
2. Do you understand the other function of the *tilde*?
3. Can you tell the difference between all the twins presented in this section?
4. Can you answer the following questions in complete sentences?
    a. ¿Cuál es la diferencia entre mi y mí?
    b. ¿Cuál es la diferencia entre quien y quién?
    c. ¿Cuál es la diferencia entre si y sí?

Tarea:
Complete *4.3 Para Estudiar en Casa* and *4.3 Para Practicar en Casa*.

4.3: Para estudiar en casa

4.3 Learning Objectives:
a. To learn about direct object pronouns and their function
b. To learn about the "personal a"
c. To be able to use direct object pronouns with infinitives

Introduction:
In this lesson, we will cover the direct object pronouns. You will learn to recognize them and use them in different situations. You will also learn about the "personal a".

4.3.a. To learn about direct object pronouns and their function

Pronouns take the place of nouns and the direct object (*el complemento directo*) of a sentence answers the question "what?" (or "who?") in relation to the verb. Consider the following example in English:

MODELO:

I see the ball.
What do I see?
The ball.
The ball is the direct object of the sentence.
I see it.
"It" is the pronoun that takes the place of the direct object (the ball).

The main function of the direct object pronoun is to avoid repetition. It is easier to say "it" than "the ball". However, the direct object is not always so simple. Think about this next example.

MODELO:

I see the big red ball that was kicked by the player into the stands, fell on the ground, and rolled back onto the field.

Can you identify the direct object of the sentence above? Using the direct object pronoun, we can reduce this example to the same sentence as the first example: "*I see it",* because "*it*" can also replace *"the big red ball that was kicked by the player into the stands, fell on the ground, and rolled back onto the field".*

The **direct object** can include many, many words and be replaced with just one pronoun. The **direct object pronoun** is used to avoid the repetition of the **direct object**, whether it be as short as "*the ball*" or as long as a paragraph.

The following chart shows all of the direct object pronouns in Spanish and English.

Español		English	
me	nos	me	us
te	os	you	you
lo	los	it/him/you	them
la	las	it/her/you	them

Note:
Remember that "you" can refer to the following **subject pronouns**: informal singular (*tú*), informal plural (*vosotros*), formal singular (*usted*), and formal plural (*ustedes*). Here, however, "you" is the **direct object pronoun,** not the **subject pronoun**.
Do not confuse the subject and object. Remember, there is no "it" as a subject pronoun in Spanish.

In Spanish, the direct object pronoun usually goes right **before the conjugated verb**. In English, it usually goes after the conjugated verb.

In the following examples, "lo" or "it" refers to "el libro" or "the book".

Español	English
Lo tengo.	I have it.
¿Lo buscas?	Are you looking for it?
¿Dónde lo pones?	Where do you put it?
Lo pongo en el estante.	I put it in the bookshelf.

MODELO:

¿Haces la tarea?
Si, la hago.
¿Haces los ejercicios en el libro de texto?
Sí, los hago.
¿Traes tu libro de texto a clase?
Sí, lo traigo.
¿Me buscas?
Sí, te busco.
¿Llevas tus pantalones favoritos?
Sí, los llevo.

When you begin working with direct object pronouns, at first you will want to ask yourself the following 2 questions:

1) **What is the direct object** of the sentence?
and
2) **What is the pronoun** for that direct object?

Eventually, however, with enough practice, it will become automatic, just like in English. You don't ask yourself those questions in order to use direct object pronouns in English. Do you?

4.3.b. To learn about the "personal a"

In Spanish, whenever the direct object of the sentence is a specific person (or something personified - like a pet), we have to use the "personal a" (*la a personal*). There is no equivalent in English. Notice the use of the "personal a" in the sentences on the right.

Not a Specific Person	Specific Person
Busco el libro.	*Busco **a** mi amigo.*
Ella visita Nueva York.	*Ella visita **a** su familia.*
Queremos más tiempo libre.	*Queremos **a** nuestra madre.*
Escuchamos la música.	*Escuchamos **a** la profesora.*
Encuentran la información.	*Encuentran **a**l profesor.**

Note:
*The "personal a" forms a contraction with "el", just like the "prepositional a".

The only exception is with the verb *tener*. With *tener*, we do not use the "personal a".

MODELO:
*Tengo dos hermanas y quiero mucho **a** mis hermanas.*
*Tengo un amigo. Veo **a** mi amigo frecuentemente.*

If the direct object does **not** refer to a specific person or persons, we do **not** use the "personal a".

MODELO:
Busco un asistente con experiencia.
Quiero encontrar una persona amable.

The "personal a" is used before "quién" and "quiénes" when these interrogative words refer to the direct object in a question.

MODELO:
¿A quién buscas?
¿A quiénes visitan?

When replacing the **direct object** with the **direct object pronoun**, the "personal a" is absorbed into pronoun.

MODELO:
Busco a mi amigo. Lo busco porque tengo su teléfono.
Visito al médico. Lo visito porque necesito hablar con él.
¿Quieres a tu esposo?
Sí, lo quiero.

4.3.c. To be able to use direct object pronouns with infinitives

In 3.7 we learned about the placement of pronouns for pronominal verbs. The placement of the direct object pronoun is the same. As we have seen in the previous examples, the direct object pronoun usually comes directly before the conjugated verb. Consider the following examples.

MODELO:

Busco a mi hermana. La busco.
Visito a mi familia. La visito.
Encuentras a tus amigos. Los encuentras.

However, if there is a construction with an infinitive, then you have two options: 1) before the conjugated verb or 2) attached to the infinitive.

If the phrase has an infinitive, your options are:

Before the Conjugated Verb	Attached to the Infinitive
La voy a buscar.	Voy a buscarla.
La quiero visitar.	Quiero visitarla.

In the rare case that you combine a direct object pronoun with a pronominal verb, the "reflexive" pronoun comes first and they cannot be separated. Placement options are the same as above. Consider the following examples for *Me pongo los pantalones verdes*.

Before the Conjugated Verb	Attached to the Infinitive
Me los pongo.	---
Me los quiero poner.	*Quiero ponérmelos.*

Note:
When attaching two pronouns to an infinitive, a *tilde* is required to maintain the original pronunciation (stressed syllable) of the word.

4.3: Para practicar en casa

4.3 Learning Objectives:
a. To learn about direct object pronouns and their function
b. To learn about the "personal a"
c. To be able to use direct object pronouns with infinitives

A. Los pronombres del complemento directo I
Underline the direct object of the following sentences. Write the correct pronoun in the space provided.

MODELO:
Busco a mi amigo. _____lo_____

1. Mi amigo busca su libro. _____
2. Yo hago la cama todos los días. _____
3. Tú traes tu mochila a clase. _____
4. Ella necesita su bolsa. _____
5. Vosotros pensáis regatear el precio. _____
6. Mi hermano compra un regalo para mi sobrina. _____
7. Ellos mandan tarjetas postales cuando viajan. _____
8. Nosotros pagamos las cuentas mensuales. _____
9. ¿Tú ves a tu prima? _____
10. Ustedes van a vender el coche. _____

B. Los pronombres del complemento directo II
Rewrite the following sentences using the appropriate direct object pronoun.

MODELO:
Ella necesita el libro de texto. _____Ella lo necesita._____

1. Roberto cierra la puerta de la tienda. _____
2. Los estudiantes recuerdan el primer día de clase. _____
3. La profesora escribe las instrucciones. _____
4. Yo quiero a mi familia. _____
5. El presidente corrige los errores. _____

6. Ellos piden una hamburguesa. _____
7. El perro sigue a mi hermano. _____
8. Jorge sirve comida muy buena. _____
9. Mis amigos consiguen un trabajo nuevo. _____
10. Vosotras perdéis las llaves del coche. _____

C. La a personal
Write in the personal ***a*** whenever the direct object is a person. Don't forget the *a + el = al*.

1. La mamá baña _____ su bebé.
2. La sobrina de María busca _____ su coche.
3. El público ve _____ el presidente.
4. Yo encuentro _____ mis amigos.
5. Tú tienes _____ tres hermanos.
6. Ellos quieren _____ sus hijos.
7. Todos vosotros aprendéis _____ la nueva gramática.
8. El barbero afeita _____ el hombre.
9. Ellos escriben _____ una carta.
10. Nosotros buscamos _____ el profesor.

D. Entrevista
Answer the following questions in complete sentences. Be sure to use the direct object pronoun in your answers.

1. ¿Siempre haces la tarea? _____
2. ¿Comprendes los pronombres del complemento directo? _____
3. ¿Escribes cartas? _____
4. ¿Cantas la canción? _____
5. ¿Comes hamburguesas? _____
6. ¿Lees el periódico? _____
7. ¿Haces los ejercicios? _____
8. ¿Vas a hacer la tarea esta noche? _____
9. ¿Dónde vas a comer la cena esta tarde? _____
10. ¿Practicas los verbos nuevos? _____

4.3: Para practicar en clase

4.3 Learning Objectives:
a. To learn about direct object pronouns and their function
b. To learn about the "personal a"
c. To be able to use direct object pronouns with infinitive

A. Entrevista
With a classmate, ask and answer the following questions. Be sure to answer with direct object pronouns.

1. ¿Dónde compras tu ropa?
2. ¿Dónde venden vestidos elegantes?
3. ¿Pagas tus cuentas?
4. ¿Haces la tarea cada día?
5. ¿Llevas tu camiseta favorita hoy?
6. ¿Llevas tus zapatos favoritos hoy?
7. ¿Comes ensalada?
8. ¿Tú me ves?
9. ¿Miras al profesor?
10. ¿Lees la pregunta?

B. Los pronombres del complemento directo I
With a classmate, take turns randomly saying the following nouns. Your partner should say what direct object pronoun could replace them.

MODELO:
los ejercicios *los*

la bata	los pantalones	las camisetas	el cinturón
el vestido	las medias	los calcetines	la falda
el profesor	la mamá	a usted	a ella
las chanclas	los calzones	la ropa interior	a mí
a ti	las sandalias	la chaqueta	los guantes
el collar	el reloj	la cartera	los aretes
los anillos	a vosotros	a nosotros	a ustedes
los sombreros	el abrigo	las camisas	los jeans

C. Los pronombres del complemento directo II
With a partner, underline the direct object of the following sentences. Then, rewrite the sentences replacing the direct object with the direct object pronoun. For some sentences you have two options for pronoun placement. Write both options and don't forget any required accents.

MODELO:

Voy a comprar una camisa blanca para la boda de mi hermano.
La voy a comprar. / Voy a comprarla.

1. Van a regatear los precios de la ropa.

2. Buscamos al profesor de la clase de español.

3. Vamos a visitar a la familia de mi esposa en San Diego.

4. Ella estudia los nuevos verbos.

5. Van a entregar la tarea este viernes.

6. Lees el periódico de hoy.

7. Voy a hacer los ejercicios en el libro de texto.

8. Veo mi programa favorito de la televisión.

9. ¿Vas a llevar tu traje de baño a la fiesta?

10. Abren el libro.

D. Repaso
Make sure that you understand and can do the following:

1. Can you correctly identify the direct object of a sentence?
2. Do you know how to answer a question with the direct object pronoun?
3. Can you correctly place the pronoun when there is an infinitive?
4. Can you answer the following questions using the direct object pronoun?
    a. ¿Haces la tarea todos los días?
    b. ¿Dónde venden ropa cómoda?
    c. ¿Vas a contestar todas las preguntas?

Tarea:
Complete *4.4 Para Estudiar en Casa* and *4.4 Para Practicar en Casa*.

4.4: Para estudiar en casa

4.4 Learning Objectives:
a. To learn the conjugations and uses of *saber* and *conocer*
b. To learn the conjugations and uses of *ser* and *estar*
c. To learn about adjectives that change meaning with *ser* and *estar*

Introduction:
In this lesson, we will study two pairs of verbs: *saber/conocer* and *ser/estar*. They are especially tricky for native English speakers, because, in English, we use one verb for each pair. However, even though we use one verb, there are subtle differences. Learning to appropriately choose the correct verb from these pairs will build your confidence and help you be better understood by native Spanish speakers.

4.4.a. To learn the conjugations and uses of *saber* and *conocer*

Saber and *conocer* both mean "to know" in English, but, as we shall see, they really are different ways of knowing. First, let's begin with the conjugations, then, we will take a closer look at the uses of these two verbs.

Saber	Conocer
sé	conozco
sabes	conoces
sabe	conoce
sabemos	conocemos
sabéis	conocéis
saben	conocen

Note:
The first person singular is irregular for both of these conjugations. Be sure to take the time to study these forms.

Essentially, *saber* is "to know" something, like a fact, and *conocer* is "to be familiar" with something, like a person or place. In English, we understand that we do not know a person or a city the same way that we know the answer to a simple math question.

Saber is also used with infinitive to say that one "knows how" to do something.

Think about what is being "known" in the following examples, because that is really what determines the use of *saber* or *conocer*.

MODELO:

*Hola, Mario. ¿Tú **conoces** a Luis, el hermano de Verónica?*

*No, pero **conozco** a Verónica y **sé** que son de Los Ángeles.*

*Pues, yo voy a visitarlos este fin de semana, pero no **conozco** la ciudad. ¿La **conoces** tú?*

Sí. ¿Por qué?

*Porque quiero **saber** si quieres ir conmigo.*

*Sí, y también **sé** llegar a la casa de Verónica.*

*Perfecto. Prefiero salir temprano. ¿**Sabes** a qué hora vas a estar listo?*

A las 10 de la mañana. ¿Vale?

Muy bien. Hasta pronto.

Hasta luego.

In regards to ideas, concepts, and areas of study, the use of *saber* or *conocer* can be a little more complicated. *Saber* refers to learned skills or something you may have memorized. *Conocer* is used when you are acquainted or familiar with a topic, like a book, a movie, or an area of study. Think about the following examples.

MODELO:

*¿**Sabes** dónde está el Museo del Prado en Madrid?*

*No. No **conozco** el museo, pero **conozco** un poco la ciudad de Madrid.*

*Bueno, tienes que **conocerlo**. En el museo hay muchas pinturas y esculturas famosas.*

***Conozco** la historia de España, pero no **sé** cuáles obras están en el museo.*

*¿**Conoces** las pinturas de Velázquez?*

*No, no las **conozco**, pero sé que es de la misma época que Cervantes. ¿**Conoces** las obras de Cervantes?*

*Sí, **conozco** el* Quijote *y* las Novelas Ejemplares*.*

*Yo no **conozco** sus obras, pero sé que es un autor muy famoso. ¿**Sabes** por qué?*

*Sí, porque muchas personas en el mundo **conocen** sus obras.*

*Bueno, de literatura no **sé** nada. De las matématecas, **sé** mucho.*

4.4.b. To learn more about the differences between the uses of *ser* and *estar*

You have already learned the conjugations of two irregular Spanish verbs that mean "to be": *ser* and *estar.* For review, here are the conjugations.

Ser	Estar
soy	estoy
eres	estás
es	está
somos	estamos
sois	estáis
son	están

Please review the active vocabulary for adjectives with *ser* in 1.4.d and adjectives with *estar* in 2.5.b. The best way to describe the main differences between *ser* and *estar* is to say that *ser* refers to characteristics and *estar* refers to conditions. Below is a detailed summary of the uses of *ser* and *estar*.

Use *Ser* to Describe Inherent *Characteristics*, like:	**Examples:**
Inherent characteristics or personality	*Es inteligente. Es alta. Es amable.*
Profession	*Somos estudiantes. Son abogados.*
Relationships	*Es la mamá de ella.*
Political affiliations	*Él es muy conservador; ella es demócrata.*
Religion	*Soy musulmán. Eres judía.*
Nationality	*Son españoles.*
Member of a group	*Es uno de los estudiantes de la clase.*
Origin	*Sois de Los Estados Unidos.*
Material	*El anillo es de oro.*
Price	*¿Cuánto es? Son $20 dólares.*
Destination	*Este regalo es para mi hermana.*

Note:
With professions, the definite article not used.

Other Uses of *Ser* include:	**Examples:**
Time	*Son las 2:20. La clase es a las 3.*
Generalizations	*Es importante estudiar. Es interesante que...*
Location of Events (not physical location)	*La fiesta es en la casa de María.*

Note:
Events do not occupy space like physical objects. Use *ser* to indicate location of events.

Use *Estar* to Describe Conditions, like:	**Examples:**
Mental State	*Está enfocado. Está destraído.*
Physical State/Position	*La puerta está abierta. Está acostada.*
Emotional State	*Está enojada. Está frustrado.*
Social, Legal, or Vital Status	*Está divorciado. Está muerto.*
Health	*Está enfermo. Está de buen salud.*
Activity	*Está muy ocupado. Está de vacacciones.*

Other Uses of *Estar* include:	**Examples:**
Physical Location	*Está en la mesa. Está en California.*
Temporal Location: months, seasons	*Estamos en primavera. Estamos en febrero.*
Progressive Tense*	*Está estudiando. Están trabajando.*
Idiomatic Expressions	*Estar: de acuerdo, al tanto, al corriente*

Notes:
a) For temporal location, only the *nosotros/nosotras* forms are used. b) You will learn the present progressive tense* in 4.7.

4.4.c. To learn about adjectives that change meaning with *ser* and *estar*

Some adjectives can be used to refer to characteristics, when used with *ser*, or conditions, when used with *estar*. Consider the following:

Adjective	Meaning with *Ser*	Meaning with *Estar*
alegre	happy	feeling happy
ciego	blind	blind to something (now)
guapo	handsome	looking handsome (now)
joven	young	looking young
pálido	pale skinned	looking pale (now)
perezoso	lazy	feeling lazy
viejo	old	looking old (now)

Other adjectives actually change their meaning depending on if they are used with ser or estar. Remember, we are still talking about characteristics and conditions. Consider the following:

Adjective	Meaning with *Ser*	Meaning with *Estar*
aburrido	boring	bored
borracho	drunkard, a drunk	drunk
enfermo	sickly, a sick person	sick
grave	serious	ill
listo	clever, smart	ready
malo	bad	ill
rico	rich, delicious	delicious
rojo	red	blushed
verde	green	unripe
vivo	clever	alive

There are other adjectives of both types listed above.

MODELO:

*Esta película no me gusta porque **es aburrida** y por eso **estoy aburrida**.*
*Mi hijo **es muy listo**. Además, siempre **está listo** para aprender nueva información.*
*Los dueños de este restaurante **son ricos** porque la comida que sirven **es/está rica**.*
*Nancy **está segura** que viajar por avión **es seguro**.*
*Normalmente, no **son muy alegres**, pero hoy es la boda de su hijo, y ellos **están alegres**.*

Note:
At certain times, *estar* can be used instead of *ser* for inherent characteristics to show an emotional one-time reaction. For example, when seeing New York City for the first time, one could say: "*está grande*". Thereafter, however, one knows that "*es grande*".

4.4: Para practicar en casa

4.4 Learning Objectives:
a. To learn the conjugations and uses of *saber* and *conocer*
b. To learn the conjugations and uses of *ser* and *estar*
c. To learn about adjectives that change meaning with *ser* and *estar*

A. ¿Lo sabes o lo conoces?
Answer the following questions using the direct object pronoun

MODELO:
Saben la respuesta. _____Sí, la saben._____

1. ¿La profesora conoce a todos los estudiantes de la clase? _____
2. ¿La profesora sabe todos sus nombres? _____
3. ¿Los estudiantes saben el nombre de la profesora? _____
4. ¿Los estudiantes saben su nota del último examen? _____
5. ¿Tú conoces al esposo de la profesora? _____
6. ¿Ustedes conocen a la presidenta de la universidad? _____
7. ¿Sabes las conjugaciones de los verbos? _____
8. ¿Conoces a los padres de tu novi@? _____
9. ¿Tus padres conocen a todos tus amigos? _____
10. ¿Tus padres saben el nombre de tu mejor amigo? _____

B. ¿Saber o conocer?
Use the context of each sentence to choose the correct verb, *saber* or *conocer*. Then, conjugate in the present tense.

1. Yo _____ la dirección (address) de mi amiga, pero no _____ llegar porque no _____ la ciudad.
2. Mis padres_____ a mi novio, pero no _____ dónde vive.
3. Emilia, ¿tú _____ cuál película quieres ver?
   No, porque no _____ estas películas. ¿A qué hora empieza la primera?
4. No _____ tocar la guitarra muy bien pero _____ a un guitarrista que sí _____ tocarla profesionalmente.

C. Ser o estar I
Use the context of each sentence to choose the correct verb, *ser* or *estar*. Then, conjugate in the present tense.

1. Mi anillo favorito _____ de plata.
2. Mi camisa favorita _____ en el clóset.
3. Los pantalones azules _____ para mi hermano.
4. La corbata de seda _____ de la China.
5. Mi abrigo _____ en el armario.
6. Mis zapatos favoritos _____ negros.
7. En este almacén, los precios _____ muy bajos.
8. Mi familia _____ de vacaciones.
9. Mi sobrina _____ muy cansada porque trabaja mucho.
10. Los estudiantes _____ sentados en sus sillas.

D. Ser o estar II
Use the context and adjectives in each sentence to choose the correct verb, *saber* or *conocer*. Then, conjugate in the present tense.

1. Normalmente es muy trabajador, pero hoy mi hijo _____ perezoso.
2. La familia de mi ex tiene mucho dinero. Ellos _____ ricos.
3. La manzana no _____ lista para comer, todavía _____ verde.
4. José _____ joven, pero después de trabajar todo el día _____ viejo.
5. La hermana de mi amigo _____ en el hospital y _____ grave.
6. Todos los estudiantes sacaron una A en el examen. _____muy listos.
7. Los asistentes _____ aburridos porque la conferencia _____ aburrida.

E. Preguntas personales
Contesta las preguntas con frases completas.

1. ¿De dónde eres? _____
2. ¿Dónde estás? _____
3. ¿Cómo estás? _____
4. ¿Cómo eres? _____
5. ¿Sabes tocar un instrumento musical? ¿Cuál? _____

4.4: Para practicar en clase

4.4 Learning Objectives:
a. To learn the conjugations and uses of *saber* and *conocer*
b. To learn the conjugations and uses of *ser* and *estar*
c. To learn about adjectives that change meaning with *ser* and *estar*

A. Entrevista
Ask and answer the following questions with a classmate.

1. ¿De dónde eres?
2. ¿Dónde estás?
3. ¿Cómo estás?
4. ¿Cómo eres?
5. ¿Qué sabes hacer muy bien?
6. ¿Conoces a los padres de tu novi@?
7. ¿Sabes dónde está la oficina del profesor?
8. ¿Sabes cuándo vamos a tomar el próximo examen?
9. ¿Conoces un restaurante bueno en Humboldt?
10. ¿Estás sentado ahora?

B. Saber o conocer I
With a partner, discuss which verb, *saber* or *conocer*, you would use in the following situations.

1. Do you **know** what we have to do for homework tonight?
2. Do you **know** Los Angeles?
3. Do you **know** a good clothing store in Arcata?
4. I want to **meet** your friend.
5. I don't **know** why we have so much homework.
6. I **know** a lot of scientific equations, but I don't **know** any physics.
7. Does he **know** how to swim?
8. Do you **know** the answer?

C. Saber o conocer II
With a partner, discuss the context and the verbs provided. Choose the most logical verb. Then, write the correct form of the verb according to the context.

1. Yo no _____ la ciudad de San Diego.
2. Los estudiantes _____ los nuevos verbos.
3. Mi hijo _____ tocar la guitarra muy bien.
4. Ellos _____ un restaurante muy bueno.
5. Hoy quiero _____ a tu hermana.
6. Mis hermanas _____ hablar italiano.
7. ¿Tú _____ a qué hora empieza la película?
8. Todos _____ cuándo es el próximo examen.
9. Mis hijos _____ las obras de Pablo Picasso.
10. Nosotros no _____ Los Ángeles.

D. Ser o estar
With a partner, discuss which verb, *ser* or *estar*, you would use in the following situations.

1. **Is** she the person who **is** sitting up front?
2. Where **are** you from?
3. **Are** you okay?
4. What time **is** it?
5. Where **is** the party?
6. Where **are** your friends?
7. How **is** the food today?
8. **Is** the store open?

E. ¿Quién es?
For this activity, you and your partner will take turns describing and guessing someone famous. First, choose someone that you think your partner will recognize. Then, visualize the famous person doing what they usually do (imagine you are looking at a photo). Then, using the guide below, describe the scene and the person. Add any additional details that you think will help your partner guess correctly, but don't give the answer away too easily. Try to guess as many as you can in the time you have for this activity.

Para describir la escena (the scene)

¿En qué estado o país está?
¿Dónde está? (casa, teatro, universidad, etc.)
¿Cómo es el lugar? (características: grande, pequeño, etc.)
¿Cómo está el lugar? (condiciones: ocupado, tranquilo, etc.)
¿Quién más está allí?
¿Por qué está allí?
¿Qué día es?
¿Qué hora es?

Para describir a la persona

¿De dónde es? (nacionalidad o ciudad)
¿Cómo es? (características físicas, cualidades, profesiones, etc.)
¿Cómo está? (condiciones: nervioso, arrogante, cansado, etc.)
¿Qué ropa lleva?
¿Qué está haciendo? (what is this person doing? *Está hablando*)

F. Repaso

Make sure that you understand and can do the following:

1. Can you correctly conjugate *saber / conocer and ser / estar*?
2. Do you know the main differences between the verbs?
3. Do you understand how some adjectives can change meaning with *ser* or *estar*?
4. Can you answer the following questions in complete sentences?
    a. ¿De dónde eres? ¿Dónde estás?
    b. ¿Cómo eres? ¿Cómo estás?
    c. ¿Sabes esquiar?¿Conoces al presidente de los Estados Unidos?

Tarea:

Complete *4.5 Para Estudiar en Casa* and *4.5 Para Practicar en Casa*.

4.5: Para estudiar en casa

4.5 Learning Objectives:
a. To learn about indefinite and negative adverbs and their uses
b. To learn about indefinite and negative nouns and their uses
c. To learn about indefinite and negative adjectives and their uses

Introduction:
In this section, we will learn about indefinite and negative words. Although there are many ways to express these words, essentially, we are talking about 'some" and "none", as in sometimes, something, never, and nothing. Used in different ways, indefinite and negative words can function as adverbs, nouns, and adjectives.

4.5.a. To learn about indefinite and negative adverbs and their uses

Adverbs modify verbs. You have been using some of these words since the first lessons of this book. Most of the adverbs presented here will refer to the frequency with which we perform the action of a verb. Study the following indefinite adverbs.

Adverbio indefinido	Indefinite Adverb
a veces	sometimes
de vez en cuando	once in a while
siempre	always
también	also

The following are negative adverbs. Notice that they are opposites of the indefinite adverbs.

Adverbio indefinido	Indefinite Adverb
nunca	never
jamás	never
tampoco	neither

Note:
Placement of adverbs in Spanish is flexible. As with other adverbs, indefinite and negative adverbs can go before or after the verb. With negatives, the adverb can take the place of the negation of the verb or be added to the end.

MODELO:

Nunca *trabajo los viernes. /* ***No*** *trabajo* ***nunca*** *los viernes.*
Tampoco*. /* ***Tampoco*** *trabajo los viernes. /* ***No*** *trabajo los viernes* ***tampoco****.*
A veces *trabajo los lunes.*
También*. /* ***También*** *trabajo los lunes. / Trabajo los lunes* ***también****.*
Llevo sandalias ***de vez en cuando****. /* ***De vez en cuando*** *llevo sandalias. ¿Y tú?*
No. ***Jamás*** *llevo sandalias. / No.* ***No*** *llevo sandalias* ***jamás****.*
Siempre *llevo sandalias. / Llevo sandalias* ***siempre***.

4.5.b. To learn about indefinite and negative nouns and their uses

Nouns are persons, places, things, ideas. You have probably seen some of these before. We use indefinite nouns when we can not or do not want to specify someone or something. Study the following indefinite nouns.

Sustantivo indefinido	Indefinite Noun
alguien	someone, anyone
algo	something, anything

Negative nouns are the opposites of the indefinite nouns.

Sustantivo negativo	Negative Noun
nadie	nobody, no one, not anybody
nada	nothing, not anything

Note:
Remember that the letter *d* often sounds like the *th*. That is the way that *nadie* and *nada* should be pronounced.

As we have seen, nouns can function as subjects and as objects.

MODELO:

*¿****Alguien*** *sabe la diferencia?*
No, ***nadie*** *sabe. / No,* ***no*** *sabe* ***nadie****.*
*¿****Algo*** *está en la mesa?*
No, ***nada*** *está en la mesa. / No,* ***no*** *está* ***nada*** *en la mesa.*

¿Ves ***a alguien*** *en el patio?*
No, no veo ***a nadie****.*
¿Tienes ***algo*** *en la lavadora?*
No, ***no*** *tengo* ***nada*** *en la lavadora.*

Note:
The "personal a" is used with ***alguien*** and ***nadie*** even when the direct object is not a specific person. This is an exception.

4.5.c. To learn about indefinite and negative adjectives and their uses

Adjectives describe nouns. Indefinite adjectives are similar to indefinite articles in more than one way. Although adjectives usually come after the noun, like articles, indefinite and negative adjectives come before. Also, directly before a masculine singular noun, ***alguno*** becomes ***algún*** and ***ninguno*** becomes ***ningún*** (the *tilde* maintains the original stressed syllable).

Adjetivo indefinido	Indefinite Adjective
algún, alguna, algunos, algunas	any, some

Negative adjectives are the opposites of the indefinite adjectives.

Adjetivo negativo	Negative Adjective
ningún, ninguna, ningunos, ningunas**	not any, none

Note:
In the case of negative adjectives, they are rarely used, because if there are "not any", there can be no plural. Rare exceptions occur when the noun must be plural*.

MODELO:

***¿Algunos** estudiantes quieren estudiar conmigo?*
*No, **ningún** estudiante quiere estudiar contigo.*
*¿Tenéis **algunos** pantalones de raya?*
*No, **no** tenemos **ningunos** pantalones de raya*.*

*¿Hay **algunas** blusas nuevas en tu clóset?*
*No, **no** hay **ninguna** blusa nueva.*
*¿Hay **algunas** medias que puedo usar?*
*No, **no** tengo **ningunas** medias que puedes usar*.*

*Mi amigo conoce **algunas** ciudades españolas.*
***No** conoce **ninguna** ciudad española.*

*¿Tienes **algún** libro de Stephen King?*
*No, **no** tengo **ningún** libro de Stephen King.*

*¿Tienen **algunos** trajes azules que puedo probarme?*
*Sí, tenemos trajes azules, pero no tenemos **ningún** traje marrón.*

Note:
The indefinite and negative adjectives can also be used as pronouns. When used as a pronoun, the noun is not mentioned, for example: *Tengo **alguno**. / Ponemos **alguna**. / Buscamos **algunos**. / Ves **algunas**. / **No** tenemos **ninguno**. / **No** ponemos **ninguna**.*

4.5: Para practicar en casa

4.5 Learning Objectives:
a. To learn about indefinite and negative adverbs and their uses
b. To learn about indefinite and negative nouns and their uses
c. To learn about indefinite and negative adjectives and their uses

A. Los opuestos I
Write the opposite of the following indefinite and negative adverbs, nouns, and adjectives.

1. nunca	_____	2. alguien	_____
3. algunos	_____	4. tampoco	_____
5. algo	_____	6. ninguno	_____
7. de vez en cuando	_____	8. ningunas	_____
9. ningún	_____	10. alguno	_____
11. algunas	_____	12. jamás	_____
13. ninguna	_____	14. algún	_____
15. siempre	_____	16. nada	_____
17. nadie	_____	18. ningunos	_____
19. a veces	_____	20. también	_____

B. Los opuestos II
Rewrite the following sentences using the opposite of the indefinite or negative words.

1. Siempre encuentro algunos amigos. _____
2. Nadie me reconoce nunca. _____
3. A veces compro algunos regalos. _____
4. No hay nada en ningún lugar. _____
5. También hay algunas playas bonitas. _____
6. Tiene algún abrigo nuevo. _____
7. No conozco a nadie en la fiesta. _____
8. Tienes algo para mi amigo. _____
9. En Eureka hay algunas tiendas excelentes. _____
10. Tampoco hay ningún traje para ti. _____

C. Preguntas personales
Contesta las preguntas con frases completas. Practice using as many indefinite and negative words as you can.

1. ¿Tienes algunos amigos en Rusia?

_____

2. ¿Tocas algún instrumento musical? ¿Cuál?

_____

3. ¿Tienes algunos pantalones caros?

_____

4. ¿Siempre sacas una A en los exámenes?

_____

5. ¿Conoces a alguien en el gobierno estudiantil?

_____

6. ¿Tienes algo en la secadora?

_____

7. ¿Hay algún programa bueno en la televisión?

_____

8. ¿Tienes algún collar o anillo especial?

_____

9. ¿Juegas algún videojuego en particular?

_____

10. ¿A veces lees en algún lugar especial?

_____

4.5: Para practicar en clase

4.5 Learning Objectives:
a. To learn about indefinite and negative adverbs and their uses
b. To learn about indefinite and negative nouns and their uses
c. To learn about indefinite and negative adjectives and their uses

A. Entrevista
Write your answers the following statements. Then, with a classmate, discuss your answers. Use *también* or *tampoco* in your discussion whenever possible.

MODELO:
Me cepillo los dientes tres veces al día.
Yo ***también****.*
Nunca *llevo una falda.*
Yo ***tampoco****.*

1. ¿Llevas algún vestido elegante cada semana?

_____

2. ¿Llevas algún impermeable especial?

_____

3. ¿Trabajas algún fin de semana?

_____

4. ¿Llevas algunos zapatos de tacón los viernes?

_____

5. ¿Cuántas veces al día te cepillas los dientes?

_____

6. ¿Siempre llevas algunos calcetines?

_____

7. ¿Llevas alguna gorra durante clase?

_____

8. ¿Siempre llevas algún reloj?

_____

B. Son completamente diferentes
Although they are sisters, Ángela's style is the complete opposite of Andrea's. Read about what Ángela wears and, with a classmate, use the indefinite and negative words to discuss what Andrea wears.

MODELO:
*Ángela **siempre** lleva un collar de plata.*
*Andrea **nunca** lleva un collar de plata.*
*Andrea **siempre** lleva un collar de oro.*
*Ángela lleva **algunos** zapatos viejos.*
*Andrea lleva **algunos** zapatos nuevos.*

1. Ángela lleva algún traje de baño de rayas.
2. Ángela nunca lleva aretes de oro.
3. Ángela tiene algunas botas de cuero.
4. Ángela lleva algunas camisetas de algodón.
5. Ángela siempre lleva alguna bufanda de seda.
6. Ángela nunca lleva ningún cinturón.
7. De vez en cuando Ángela lleva alguna falda de lunares
8. Ángela no tiene ninguna ropa rosa.
9. Ángela tiene alguna ropa negra.
10. Todas las camisetas de Ángela son blancas.

C. Ideas originales
With a partner, use the structure of the given sentence as a model, but add original elements (replace the italicized word/s) for each new subject. Then, share your sentences with the class.

MODELO:
Mis padres siempre *viajan* mucho.
yo Yo siempre *juego* mucho.
tú Tú siempre *estudias* mucho.
mis amigos Mis amigos siempre *bailan* mucho.

1. Yo tengo algunos *pantalones nuevos* en mi clóset.
mi mejor amigo
vosotros
tú
2. Nosotros buscamos algún *reloj de oro*.
yo
ella
mi familia

3. Él no tiene ninguna *idea*.
    mi padre
    mi madre
    nosotros
4. Ella sueña con tener algunas *vacacciones largas*.
    yo
    vosotros
    Roberto
5. Mi familia nunca *duerme en el avión*.
    tú
    nosotros
    ellos
6. El profesor siempre *ayuda a los estudiantes*.
    yo
    vosotros
    ella
7. Mis abuelos jamás saben *la fecha*.
    tú
    yo
    nosotros
8. Tampoco saben *el día*.
    tú
    yo
    nosotros
9. Cuando tengo suerte, siempre *encuentro dinero*.
    ella
    nosotros
    usted
10. Ellos saben algunas *recetas para cocinar*.
    yo
    tú
    nosotros

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand the uses of the indefinite adverbs, nouns, and adjectives?
2. Do you understand the uses of the negative adverbs, nouns, and adjectives?
3. Can you answer the following questions in complete sentences?
    a. ¿Conoces a alguien en la clase?
    b. ¿Tienes algún reloj de plata?
    c. ¿Siempre llevas ropa elegante?
    d. ¿Qué no haces nunca?

Tarea:
Complete *4.6 Para Estudiar en Casa* and *4.6 Para Practicar en Casa*.

4.6: Para estudiar en casa

4.6 Learning Objectives:
a. To be able to understand and use the demonstrative adjectives
b. To be able to understand and use the demonstrative pronouns
c. To be able to understand and use the neuter demonstrative pronouns

Introduction:
In this section, we will focus on demonstrative adjectives and pronouns. They are relatively easy to understand because there are exact English equivalents.

4.6.a. To be able to understand and use the demonstrative adjectives

*¿Quieres comprar **esa** falda?*
*No, quiero comprar **este** vestido.*

Demonstratives adjectives reflect gender and number, and are always accompanied by a noun. In English, there are two demonstrative pronouns: "this" and "that". In Spanish, there is an additional one, which is farther away, indicated by adding "over there".

The difference between "this", "that", and "that over there" refers to the distance from the speaker. It is relative to the specific situation, just like in English, meaning that when the perspective changes, so will the use of the adjective (i.e. "that book" can later be "this book").

The distance can be in space or time, for example: "these days" or "those days long ago".

Here are the demonstrative adjectives.

Adjetivos demonstrativos	**Demonstrative Adjectives**
este, esta	this
estos, estas	these
ese, esa	that
esos, esas	those
aquel, aquella	that (over there)
aquellos, aquellas	those (over there)

Note:
The masculine singular demonstrative adjective is formed when *aquello* becomes *aquel*. which is similar to the masculine singular indefinite article (*un*), indefinite adjective (*algún*), and negative adjective (*ningún*),

MODELO:

*¿Te gusta **esta** tienda?*

*Sí, me gusta **esta** tienda. Es mejor que **esa** tienda y **aquella** tienda también.*

Aquí venden muchas cosas bonitas, ¿verdad?

*Sí, como **estos** zapatos, **estas** sandalias, **esas** camisetas, y **esa** bata.*

¿Quieres comprar algo?

*Sí, quiero comprar **aquel** traje de baño y **aquella** gorra.*

*Bueno, prefiero **este** traje de baño aquí. ¿Lo compro?*

*Claro. Vamos a pagar en **esta** caja.*

*Bien, voy a pagar con **esta** tarjeta de crédito.*

4.6.b. To be able to understand and use the demonstrative pronouns

¿Cuál reloj quieres comprar, este, ese o aquel?

The demonstrative pronouns look exactly like the demonstrative adjectives. They also work much the same way as the adjectives, except that they take the place of the noun.

In English, when we use the singular demonstrative pronouns, we usually say: "that one", but for the plural we usually just say: "these", not "these ones"

Pronombres demonstrativos	**Demonstrative Pronouns**
este, esta	this one
estos, estas	these
ese, esa	that one
esos, esas	those
aquel, aquella	that one (over there)
aquellos, aquellas	those (over there)

Note:
In the recent past, a *tilde* was used on the stressed syllable to distinguish the demonstrative adjective from the demonstrative pronoun. In other words, the pronouns looked like this: *éste, éstas, ésa, ésos, aquél, aquéllas,* etc.). The rules have changed and this is no longer necessary unless there is the possibility of confusion. However, this is still very common and is not considered incorrect to put the *tildes* on demonstrative pronouns.

MODELO:

*¿Cuál te gusta más, **esta** o **aquella**?*

*Prefiero **aquella**.*

*Necesito un vestido nuevo. Quiero comprar **ese**.*

*¿Quieres ir a **este** restaurante, **ese** o **aquel**?*

*¿Cuáles son tus pantalones favoritos, **estos**, **esos** o **aquellos**.*

4.6.c. To be able to understand and use the neuter demonstrative pronouns

*¿Qué es **esto**?*
*Por **eso** tenemos que estudiar.*

When we do not know what something is, or when we are talking about a situation or an abstract idea, we use the neuter form of the demonstrative pronouns. Neuter forms do not reflect gender or number because they refer to something unknown.

Pronombres demonstrativos neutros	**Neuter Demonstrative Pronouns**
esto	this
eso	that
aquello	that (over there)

Note:
Since the neuter demonstrative pronoun represents something that is unknown, it does not have gender or number. However, if you were to use a plural form for something unknown, you would use the masculine (*estos, esos, aquellos*).

MODELO:
*¿Qué es **esto**?*
*¿Qué es **eso**?*
*¿Qué es **aquello**?*
Estas son mochilas.
*¿Por **eso** estamos aquí?*
Sí, estamos aquí para aprender.
*¿**Esto** es un problema?*
*Sí, **esto** es un problema.*
***Aquello** es horrible.*
Sí, lo es.
*¿**Esto** buscas?*
***Eso** es todo.*

The following words are often used with all forms of demonstratives, because they represent similar distance perspectives.

Adverbios	**Adverbs**
aquí	(right) here
allí	(over) there
allá	(way) over there

MODELO:
*¿Quieres **estos** pantalones **aquí**?*
*No. Prefiero **esos allí** o **aquellos allá**.*

4.6: Para practicar en casa

4.6 Learning Objectives:
a. To be able to understand and use the demonstrative adjectives
b. To be able to understand and use the demonstrative pronouns
c. To be able to understand and use the neuter demonstrative pronouns

A. Los demonstrativos I
Write the three demonstrative adjectives that could be associated with each item.

MODELO:

zapatos	estos	esos	aquellos
1. sandalias			
2. falda			
3. suéter			
4. ropa			
5. traje			
6. aretes			
7. cinturón			
8. chaqueta			
9. guantes			
10. corbatas			

B. Los demonstrativos II
Fill in the space with the appropriate demonstrative adjective.

AGUSTÍN: Nayra, ¿quieres comprar _____ (this) anillo?

NAYRA: No. Me gusta más _____ (that one) o _____ (that one over there).

AGUSTÍN: Vale. Pienso comprar _____ (this) corbata o _____ (that one).

NAYRA: _____ (This one) es más elegante y _____ (that) sombrero allí me gusta.

AGUSTÍN: Entonces, compramos _____ (that) anillo allá, _____ (this) corbata y _____(that) sombrero allí.

NAYRA: Bien. Vamos a pagar en _____ (that) caja.

C. Cambio de perspectiva
Change the perspective. Write the other two possibilities. Follow the model.

MODELO:

E*ste* *abrigo es muy largo.* ***Ese*** *abrigo es muy largo.* ***Aquel*** *abrigo es muy largo.*

1. Esta falda me gusta. _____ _____
2. Esa gorra es grande. _____ _____
3. Aquella bufanda es larga. _____ _____
4. Este traje es de rayas. _____ _____
5. Aquel suéter es de lana. _____ _____
6. Ese vestido es de seda. _____ _____
7. Estos calzones están limpios. _____ _____
8. Aquellos aretes son caros. _____ _____
9. Aquellas medias son de ella. _____ _____
10. Esas botas están allí. _____ _____

D. Las formas plurales
Rewrite the sentences in the plural form.

MODELO:

Me gusta este vestido aquí. _____ *Me gustan estos vestidos aquí.*

1. El precio de esta bata es bajo. _____
2. Este vestido es de moda. _____
3. Esta tienda tiene esa bata en rebaja. _____
4. Aquel mercado está cerca. _____
5. Este collar es caro. _____
6. Aquel abrigo es negro. _____
7. Esa blusa es de algodón. _____
8. Este almacén va a cerrar. _____
9. Esa cartera es de cuero. _____
10. Aquella bufanda es de lunares. _____

4.6: Para practicar en clase

4.6 Learning Objectives:
a. To be able to understand and use the demonstrative adjectives
b. To be able to understand and use the demonstrative pronouns
c. To be able to understand and use the neuter demonstrative pronouns

A. Aquí y allí
With a classmate, take turns changing the forms of *este* to *ese*. Add *allí* and *también*.

MODELO:
Este *vestido es caro.* ***Ese*** *vestido* ***allí*** *es caro* ***también***.

1. Estas pijamas son grandes.
2. Esta bata es barata.
3. Este cinturón es feo.
4. Estos bolsos son de cuero.
5. Estas botas son verdes.
6. Este precio es irrazonable.
7. Esta plaza está abandonada.
8. Estas joyas son caras.
9. Estos guantes están sucios.
10. Este brazalete es de oro.

B. Aquí y Allá
Use the same sentences above, but now take turns changing the forms of *este* to *aquel*. Add *allá* and *también*.

MODELO:
Este *vestido es caro.* ***Aquel*** *vestido* ***allá*** *es caro* ***también***.

C. Los pronombres demonstrativos
Imagine you have certain objects in front of you. Choose five and write them in the spaces below. Use the demonstrative **adjective** to tell your partner that you like them. Your partner should imagine that there are similar objects further away and, using two demonstrative **pronouns**, say that they like them too.

MODELO:

	You say:	Your partner says:
libro	*Me gusta este libro.*	*Me gusta ese allí y aquel allá también.*

1. _____
2. _____
3. _____
4. _____
5. _____

D. Repaso
Make sure that you understand and can do the following:

1. Do you know the difference between the forms of *este, ese,* and *aquel*?
2. Can you use demonstrative adjectives and pronouns appropriately?
3. Can you answer the following questions in complete sentences?
    a. ¿Este reloj es caro?
    b. ¿Dónde está aquella tienda que te gusta?
    c. ¿Quieres comprar ese traje?
    d. ¿Qué quieres hacer este fin de semana?

Tarea:
Complete *4.7 Para Estudiar en Casa* and *4.7 Para Practicar en Casa*.

4.7: Para estudiar en casa

4.7 Learning Objectives:
a. To be able to form the present participle and the present progressive
b. To understand the uses of the present participle and present progressive
c. To be able to use the present progressive with certain pronouns

Introduction:
In this section, we will focus on the present progressive tense. The present progressive is formed with the verb *estar* and the present participle. We will learn how to form the present participle and the present progressive tense. We will learn how the uses of the present progressive are different in Spanish compared to English. Lastly, we will learn how to use certain pronouns with the present progressive tense.

4.7.a. To be able to form the present participle and the present progressive

Estar is used to form one part of the present progressive in Spanish. The structure is similar to English. In both languages, we use the verb "to be" (*estar*) and the present participle (*el participio presente*). Here are a few examples:

Spanish	English
Estoy hablando.	I am speaking.
Estás comiendo.	You are eating.
Ella está escribiendo.	She is writing.

In both English and Spanish, there are two parts to the present progressive:

Language/2 Parts	Parte 1	Parte 2
Spanish	Estar	-ndo
English	To be	-ing

To form the second part, the present participle, we use -ando for -ar verbs and iendo for -er and -ir verbs.

Verb Type	Ending
-ar verbs	-ando
-er verbs -ir verbs	-iendo

Occasionally, the formation of the present participle will result in three vowels together. In these cases, the *i* is changed to a *y*.

creer ➔ creiendo ➔ creyendo
leer ➔ leiendo ➔ leyendo

MODELO:
¿Qué **estás haciendo**?
Estoy estudiando el presente progresivo.
¿Qué **está haciendo** tu mejor amigo?
Está comprando unos guantes nuevos.
¿Qué **está haciendo** tu jefe?
Está leyendo un libro.

You can now form the present participle and present progressive for all the verbs you have learned so far. In fact, you can now form the present participle and present progressive for many more verbs that you have not even learned yet.

4.7.b. To understand the uses of the present participle and present progressive

In English, we often use the **present participle** as a noun, although we can also use the infinitive. In Spanish, we always use the infinitive; the present participle is NEVER used as a noun in Spanish. Consider the following examples.

Spanish	English
Me gusta **esquiar**.	I like **skiing**. / I like **to ski**.
Estudiar es importante. / Es importante **estudiar**.	**Studying** is important / It's important **to study**.

In Spanish, we use the **present progressive** ONLY to refer to actions that are currently in progress. In English, we sometimes use the present progressive for habitual actions and near-future actions.

Type of action	Example	Okay to use present progressive in Spanish?
currently in progress	I am studying now.	yes
habitual action	I am studying in the library everyday.	no
near future action	I am studying with her this weekend.	no

4.7.c. To be able to use the present progressive with certain pronouns

As you learned in 3.7 and 4.3, pronouns may be placed before the conjugated verb or attached to an infinitive. The following are direct object pronouns and pronouns from pronominal verbs.

MODELO:

¿Venden zapatos de tacón?

Sí, **los** vendemos. ¿Quieres comprar zapatos de tacón?

Sí, quiero comprar**los** ahora.

¿**Te** bañas todos los días?

No, pero voy a bañar**me** hoy.

If the phrase has a present participle, your options are the same as with the infinitive:

Before the Conjugated Verb	Attached to the Present Participle
Lo estoy buscando.	Estoy buscándo**lo**.
Se está vistiendo ahora.	Está vistiéndo**se** ahora.

Note:
When attaching a pronoun to the present participle, a *tilde* is required to maintain the original pronunciation (stressed syllable) of the word.

In the rare case that you combine a direct object pronoun with a pronominal verb, the "reflexive" pronoun comes first and they cannot be separated. Placement options are the same as above. Consider the following examples for *Me pongo los pantalones verdes*.

Before the Conjugated Verb	Attached to the Infinitive or present participle
Me los pongo.	---
Me los quiero poner.	*Quiero ponérmelos.*
Me los estoy poniendo.	*Estoy poniéndomelos*

To summarize:
If you have **one** verb, you have **one** option: the pronoun goes before the conjugated verb.
If you have **two** verbs, you have **two** options: the pronoun can go before the conjugated verb, or be attached to the infinitive or present participle.

MODELO:

¿Estás haciendo la tarea?

Sí, **la** estoy haciendo. / Sí, estoy haciéndo**la**.

¿Estás cepillando**te** los dientes? / ¿**Te** estás cepillando los dientes?

Sí, me **los** estoy cepillando. / Sí, estoy cepillándo**melos**.

4.7: Para practicar en casa

4.7 Learning Objectives:
a. To be able to form the present participle and the present progressive
b. To understand the uses of the present participle and present progressive
c. To be able to use the present progressive with certain pronouns

A. El presente progresivo
Conjugate the verbs in the present progressive according to the context.

MODELO:
Yo _____ (correr). Yo ___estoy corriendo.___

1. Mi familia _____ (vender) ropa ahora.
2. Mis primos y yo _____ (regatear) con clientes.
3. Los sobrinos de mis amigos _____ (mirar) la televisión.
4. ¿Dónde _____ (leer) ahora?
5. Vosotros _____ (estudiar) en la universidad.
6. Mi hermano _____ (viajar) a Nueva York.
7. Yo _____ (ducharme).
8. Mis hijos _____ (visitar) a mi madre.
9. Mis abuelos _____ (comer) con mis padres.
10. ¿Qué _____ (hacer) tus amigos?

B. ¿El presente progresivo?
Decide if is okay to use the present progressive in these contexts.

MODELO:	Presente Progresivo	
He's traveling next weekend.	Sí _____	No ___X___
1. She's exercising every day.	Sí _____	No _____
2. I'm eating at Paul's on Fridays.	Sí _____	No _____
3. We're going to Europe in May.	Sí _____	No _____
4. I'm shaving (now).	Sí _____	No _____
5. I'm looking for a bargain (now)	Sí _____	No _____
6. The baby's crying!	Sí _____	No _____

C. El presente progresivo
Answer the following questions with appropriate pronouns. Write both options for pronoun placement. Don't forget the *tilde* when attaching the pronouns to the participle.

MODELO:

¿Estás comiendo ensalada? Sí, **la** estoy comiendo. / Sí, estoy comiéndo**la**.

1. ¿Tu madre está cocinando la cena? _____
2. ¿Tu padre está leyendo el periódico? _____
3. ¿Tu hermano está viendo la televisión? _____
4. ¿Tu hijo se está bañando? _____
5. ¿Tus amigos están escribiendo la respuesta? _____
6. ¿Quiénes están vistiéndose? _____
7. ¿Te estás poniendo las sandalias? _____
8. ¿Estás haciendo la tarea? _____
9. ¿Estás comprando estos zapatos? _____
10. ¿Estáis practicando el español? _____

D. What are these people doing now?
Guess what the following people are doing right now. Use verbs that we have learned so far and complete each sentence with the present progressive of a different verb - do not repeat verbs.

1. Mi madre _____
2. Mis primos _____
3. Mi hermana _____
4. Mis tíos _____
5. Mi perro _____
6. Mi mejor amigo _____
7. Mi profesor de español _____
8. Mi padre _____
9. Mi abuelo _____
10. Mis compañeros de clase _____

4.7: Para practicar en clase

4.7 Learning Objectives:
a. To be able to form the present participle and the present progressive
b. To understand the uses of the present participle and present progressive
c. To be able to use the present progressive with certain pronouns

A. Entrevista
With a classmate, ask and answer the following questions. Use complete sentences and answer with the appropriate pronouns.

1. ¿Estás comiendo el almuerzo ahora?
2. ¿Estás escribiendo un poema ahora?
3. ¿Tus amigos están visitándote ahora?
4. ¿Tus amigos están comprando ropa ahora?
5. ¿Tu mejor amigo está vistiéndose ahora?
6. ¿Tus compañeros de cuarto están limpiando el apartamento ahora?
7. ¿Tus primos están nadando ahora?
8. ¿Estás bañándote ahora?
9. ¿Tus amigos y tú están divirtiéndose ahora?
10. ¿Tus hermanos están trabajando ahora?

B. Mi actividad favorita
Close your eyes and picture yourself doing your favorite activity. How would you say that in the present progressive? Now get up and go around the classroom and ask people what they are doing and tell them what you imagine yourself doing.

C. ¿Dónde estás y qué estás haciendo?
Ask a classmate, where they are and what they are doing at the following times.

MODELO:

(6:00 p.m.) ¿Dónde estás a las seis de la tarde?
Estoy en mi casa.
¿Qué estás haciendo a las seis de la tarde?
Estoy cenando.

1. (8:30 a.m.)
2. (10:00 a.m.)
3. (12:30 p.m.)
4. (2:45 p.m.)
5. (4:15 p.m)
6. (5:55 p.m.)
7. (8:05 p.m.)
8. (10:30 p.m.)
9. (12:30 a.m.)
10. (5:10 a.m.)

D. Repaso
Make sure that you understand and can do the following:

1. Can you form the present progressive for regular *-ar, -er,* and *-ir* verbs?
2. Do you understand how the use of the present progressive is different in Spanish?
3. Can you use pronouns with the present progressive?
4. Can you answer the following questions in complete sentences?
    a. ¿Qué estás haciendo ahora?
    b. ¿Qué están haciendo tus amigos?
    c. ¿Qué estás haciendo a las seis de la tarde usualmente?

Tarea:
Complete *4.8 Para Estudiar en Casa* and *4.8 Para Practicar en Casa*.

4.8: Para estudiar en casa

4.8 Learning Objectives:
a. To practice interpersonal exchanges between a salesclerk and a customer
b. To review what you learned in 4.1 - 4.8

Introduction:
In chapter 4, we focused on clothes, colors, certain verbs, demonstratives, and the present progressive. Before moving on to chapter 5, we will focus on conversational speech between a salesclerk and customer shopping for clothes, review chapter 4 language and culture topics, and complete the chapter 4 capstone project.

4.8.a. To practice interpersonal exchanges between a salesclerk and a customer

Do you get the following joke?

A Spanish-speaking man who spoke no English went into a department store to buy socks. He found his way to the menswear department where a young lady offered to help him.

"*Quiero calcetines*", said the man.

"I don't speak Spanish, but we have some very nice suits over here", said the salesgirl.

"*No, no quiero trajes. Quiero calcetines*", said the man.

"Well, these shirts are on sale this week", declared the salesgirl.

"*No, tampoco quiero camisas. Quiero calcetines*", repeated the man.

"I still don't know what you're trying to say. We have some fine pants on this rack", offered the salesgirl.

"*No, no quiero pantalones tampoco. Quiero calcetines*", insisted the man.

"These sweaters are top quality", the salesgirl probed.

"*No, no quiero suéter. Quiero calcetines*", said the man.

"Our undershirts are over here", fumbled the salesgirl, beginning to lose patience.

"*No, no quiero camisetas. Quiero calcetines*", the man repeated.

As they passed the underwear counter, the man spotted a display of socks and happily grabbed a pair. Holding them up he proclaimed: "*Eso sí que es*".

"Well, if you could spell it, why didn't you do that in the beginning?" asked the exasperated salesgirl.

The following is a dialog between a salesclerk and a customer. Read it out loud carefully. Practice pronouncing one side of the conversation and then the other.

DEPENDIENTE*:*	*Hola. Bienvenidos a* Diseños Marisol*. ¿Cómo le puedo ayudar?*
CLIENTE*:*	*Buenas. Busco ropa para una fiesta este fin de semana.*
DEPENDIENTE*:*	*¿Quieres llevar unos pantalones, una falda o un vestido.*
CLIENTE*:*	*Prefiero llevar vestido, pero no tengo mucho dinero.*
DEPENDIENTE*:*	*Tenemos esos vestidos allí en rebaja. También tenemos aquellos muy baratos. ¿Quieres algún diseño en particular?*
CLIENTE*:*	*Me gustan los vestidos de lunares, pero depende mucho de los colores.*
DEPENDIENTE*:*	*¿Te gusta aquel vestido blanco de lunares azules?*
CLIENTE*:*	*No. No me gusta esa combinación de colores. Este vestido rojo es mucho más bonito que aquel.*
DEPENDIENTE*:*	*Bueno. El vestido rojo no está en rebaja. Es muy caro, pero tengo este vestido verde. Es muy similar. ¿Qué te parece?*
CLIENTE*:*	*Está bien, pero el vestido rojo es mejor. ¿Cuánto cuesta?*
DEPENDIENTE*:*	*Cuesta ciento cincuenta dólares, sesenta más que el vestido verde.*
CLIENTE*:*	*Sí. Cuesta mucho más que el otro; más de lo que quiero gastar.*
DEPENDIENTE*:*	*Tenemos una falda roja del mismo material que el vestido rojo.*
CLIENTE*:*	*A ver. Me gusta. ¿Cuánto cuesta?*
DEPENDIENTE*:*	*Cuesta noventa dólares, sesenta menos que el vestido y sólo diez dólares más que el vestido verde.*
CLIENTE*:*	*Bueno, voy a llevar la falda roja. Ya tengo una blusa, pero necesito zapatos.*
DEPENDIENTE*:*	*Esta semana tenemos zapatos en oferta. ¿Quieres zapatos de tacón?*
CLIENTE*:*	*Sí.*
DEPENDIENTE*:*	*¿Te gustan aquellos zapatos?*
CLIENTE*:*	*No. Prefiero esos zapatos allí. Son de tacón menos alto que aquellos.*
DEPENDIENTE*:*	*Perfecto. ¿Algo más?*
CLIENTE*:*	*Sí. ¿Tienen bufandas de seda?*
DEPENDIENTE*:*	*Claro. Tenemos bufandas de seda blancas, amarillas, anaranjadas, verdes, azules y grises.*
CLIENTE*:*	*Creo que la bufanda blanca va bien con mi blusa y la falda.*
DEPENDIENTE*:*	*Muy bien.*
CLIENTE*:*	*Eso es todo, entonces.*
DEPENDIENTE*:*	*En total, esta falda roja, estos zapatos, y esta bufanda blanca cuestan ciento sesenta dólares y cincuenta y cinco centavos.*
CLIENTE*:*	*¿Aceptan tarjeta de crédito?*
DEPENDIENTE*:*	*Sí.*
CLIENTE*:*	*Aquí está.*
DEPENDIENTE*:*	*Muy bien. Favor de firmar.*
CLIENTE*:*	*Muchas gracias por todo.*
DEPENDIENTE*:*	*Gracias a ti. Hasta luego.*
CLIENTE*:*	*Hasta luego.*

4.8.b. To review what you learned in 4.1 - 4.8

Here is the complete list of chapter 4 learning objectives. Review each one carefully. You should understand the content of each one. If you are not confident that you understand and are able to perform each objective, go back and carefully review the explanations.

4.1 Learning Objectives:
- a. To acquire vocabulary related to clothes and accessories
- b. To learn vocabulary related to colors, patterns, and materials
- c. To practice shopping-related vocabulary

4.2 Learning objectives:
- a. To review the main use of the *tilde*
- b. To learn the other use of the *tilde*
- c. To recognize and understand common examples of some "twin" words

4.3 Learning objectives:
- a. To learn about direct object pronouns and their function
- b. To learn about the "personal a"
- c. To be able to use direct object pronouns with infinitives

4.4 Learning objectives:
- a. To learn the conjugations and uses of *saber* and *conocer*
- b. To learn the conjugations and uses of *ser* and *estar*
- c. To learn about adjectives that change meaning with *ser* and *estar*

4.5 Learning objectives:
- a. To learn about indefinite and negative adverbs and their uses
- b. To learn about indefinite and negative nouns and their uses
- c. To learn about indefinite and negative adjectives and their uses

4.6 Learning objectives:
- a. To be able to understand and use the demonstrative adjectives
- b. To be able to understand and use the demonstrative pronouns
- c. To be able to understand and use the neuter demonstrative pronouns

4.7 Learning objectives:
- a. To be able to form the present participle and the present progressive
- b. To understand the uses of the present participle and present progressive
- c. To be able to use the present progressive with certain pronouns

4.8 Learning objectives:
- a. To practice interpersonal exchanges between a salesclerk and a customer
- b. To review what you learned in 4.1 - 4.8

4.8: Para practicar en casa

4.8 Learning Objectives:
a. To practice interpersonal exchanges between a salesclerk and a customer
b. To review what you learned in 4.1 - 4.8

A. Comprensión de la lectura
According to the dialog between the salesclerk and the customer, answer the following questions using complete sentences.

1. ¿Por qué necesita ropa la cliente? ¿Cuándo es el evento?

2. ¿Qué prefiere llevar?

3. ¿Qué diseño de vestido prefiere?

4. ¿Cuál vestido piensa que es el mejor?

5. ¿Cuánto cuesta el vestido verde?

6. ¿Qué tipo de zapatos compra?

7. ¿De qué material es la bufanda que compra? ¿De qué color es la bufanda que compra?

8. ¿Cuánto cuesta todo? Si la bufanda cuesta veinte dólares, ¿cuánto cuestan los zapatos?

9. ¿Cómo paga?

10. En muchos países, es posible regatear los precios. ¿Es posible regatear en los Estados Unidos? ¿En qué situaciones es posible? ¿Te gusta regatear o prefieres los precios fijos?

B. Un diálogo original
First, watch this video. Then, using the video and the dialog between the salesclerk and the customer (see 4.8.a) as models, write an original dialog between a salesclerk and a customer shopping for clothes. Be sure to include colors, materials, patterns, and prices. Also include some demonstratives, comparisons, and indefinite and negative words.

DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

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DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

CLIENTE: _____

DEPENDIENTE: _____

CLIENTE: _____

C. Repaso
Review the chapter 4 learning objectives again and repeat the exercises in any section that you think you need to practice more.

4.8: Para practicar en clase

4.8 Learning Objectives:
a. To practice interpersonal exchanges between a salesclerk and a customer
b. To review what you learned in 4.1 - 4.8

A. Chapter 4 Capstone Project
The clothes shopping skit is the culminating project for Chapter 4 - *De compras*. It will be a group project (groups of 2 students) and involve a dialog between a salesclerk and a customer. The project brings together everything you have learned so far, especially the vocabulary and grammatical structures covered in this chapter.

Materials- For this project you should use actual clothes as props. These items should be appropriate (not provocative) and can be yours or borrowed. You can also mention other clothes that are not physically present as props.

Mode of delivery- This presentation should be completed with a partner in class. You will have time during class to prepare, but you may also practice outside of class. No reading allowed, so be sure to practice your script.

Instructions - Prepare a script with a partner in which one of you is the salesperson and one of you is the customer. Please:

- Discuss purchasing a minimum of 3 types of clothing, for example, you might discuss: shoes, pants, and accessories.
- Compare 2 articles of each type, for example, you might discuss two pairs of shoes using comparisons of adjectives OR you might discuss the price of each item using comparisons of nouns (dollars), etc..
- Discuss the price of each, fixed or negotiable, and the method of payment, credit card or cash.
- Try to use as much vocabulary as possible, including clothes, patterns, materials, colors, object pronouns, indefinite and negative words, demonstratives, etc.
- Use real props, unless, for any reason, you prefer NOT to bring clothes to class, it is possible to bring pictures to appropriately represent them.

Content- Presentations should include the following information:

- Appropriate greetings and leave-takings
- Reasons for the purchase
- Comparisons of material, color, size, price, etc.
- Demonstratives to distinguish between the clothes.
- No reading, practice together to memorize or be able to improvise

B. Entrevista
With a classmate, ask and answer the following.

1. ¿Qué llevas hoy?
2. ¿Qué ropa blanca tienes?
3. ¿Qué ropa de algodón tienes?
4. ¿Cuál es la diferencia entre *si* y *sí*?
5. ¿Cuál es la diferencia entre *el* y *él*?
6. ¿Dónde compras tu ropa? (contesta con el pronombre del complemento directo)
7. ¿Haces la tarea cada día? (contesta con el pronombre del complemento directo)
8. ¿Qué sabes hacer muy bien?
9. ¿Conoces a los padres de tu novi@?
10. ¿Conoces un restaurante bueno en Humboldt?
11. ¿Cómo eres? ¿Cómo estás?
12. ¿Tocas algún instrumento musical? ¿Cuál?
13. ¿Conoces a alguien en el gobierno estudiantil?
14. ¿Tienes algo en el coche?
15. ¿Quieres contestar estas preguntas?
16. ¿Qué es esto? ¿Qué es eso? ¿Qué es aquello? (point at things in the classroom)
17. ¿Qué estás haciendo ahora?
18. ¿Estás cepillándote los dientes ahora?
19. ¿Dónde tienen rebajas esta semana?
20. ¿Trabajas en una tienda que vende ropa?

C. Repaso
Practice the following with a partner.

1. ¿De qué color es?
With a classmate, discuss the color or colors that you might associate with the following items.

- un arco iris (rainbow)
- la bandera (flag) americana
- la puesta del sol (sunset)
- la naturaleza (nature)
- la pureza (purity)

- el mar (sea)
- una rosa
- tus pantalones favoritos
- los colores de los Lakers
- un elefante

2. Las tildes
Use all you know about pronunciation and *tildes* to add any required *tildes* to the following sentences.

- A mi gusta esta falda que esta en mi closet.
- ¿Tu sabes que tu tio busca a su cinturón?
- ¿Donde vas a ver la pelicula este sabado?
- Siempre tenemos examenes los ultimos dias de la semana.
- El sueter que lleva mi mama es purpura.

3. Los pronombres del complemento directo
With a partner, underline the direct object of the following sentences. Then, rewrite the sentences replacing the direct object with the direct object pronoun. For these sentences you have two options for pronoun placement. Write both options and don't forget any required accents.

MODELO:
Voy a comprar una camisa blanca.
La voy a comprar. / Voy a comprarla.

Pienso comer una ensalada rusa.

Estoy viendo al profesor.

¿Vas a cantar la canción?

Estamos estudiando español.

Mi mejor amigo va a llevar un traje nuevo.

4. Ser o estar
With a partner, discuss which verb, *ser* or *estar*, you would use in the following situations.

- Who **is** the person who **is** with your sister?
- The clothes **are** on the floor.
- Where **are** your friends from?
- What time **is** your favorite program?
- Where **is** the concert?

5. Son completamente diferentes
Although they are best friends, Jorge's style is the complete opposite of Manuel's. Read about what Jorge wears and, with a classmate, use the indefinite and negative words to discuss what Manuel wears.

MODELO:
Jorge siempre lleva un collar de plata.
Manuel nunca lleva un collar de plata.
Manuel siempre lleva un collar de oro.
Jorge lleva algunos zapatos viejos.
Manuel lleva algunos zapatos nuevos.

- Jorge lleva algún traje de baño azul.
- Jorge nunca lleva ningún reloj de oro.
- Jorge tiene algunas botas rojas.
- Jorge lleva algunas camisas de seda.
- Jorge siempre lleva calcetines blancos.

6. Los pronombres demonstrativos
Imagine you have certain objects in front of you. Choose five and write them in the spaces below. Use the demonstrative **adjective** to tell your partner that you see them. Your partner should imagine that there are similar objects further away and, using two demonstrative **pronouns**, say that they see them too.

MODELO:

	You say:	Your partner says:
libro	*Veo este libro.*	*Veo ese allí y aquel allá también.*

- _____
- _____
- _____
- _____
- _____

7. ¿Dónde estás y qué estás haciendo?
Ask a classmate, where they are and what they are doing at the following times.

MODELO:

(6:00 p.m.) ¿Dónde estás a las seis de la tarde?
Estoy en mi trabajo.
¿Qué estás haciendo a las seis de la tarde?
Estoy trabajando.

1. (10:30 a.m.)
2. (12:00 a.m.)
3. (4:30 p.m.)
4. (7:45 p.m.)
5. (11:15 p.m)

8. De compras

- Practice acting out the dialog in 4.8.a. Take turns with your partner acting as the salesclerk and the customer. Try adding some additional dialog.
- Practice acting out the dialogs that you and your partner wrote in *4.8 Para Practicar en Casa*.
- Practice interpreting the skit that you and your partner wrote for the chapter 4 capstone project.

Tarea:
Continue to review in order to be prepared for the Chapter 4 Assessment.

5

Los pasatiempos

5.1 Learning Objectives:
- a. To acquire vocabulary related to months and holidays
- b. To learn vocabulary related to seasons and weather
- c. To practice vocabulary related to sports and recreational activity

5.2 Learning objectives:
- a. To correctly pronounce the sounds of the letters C and G
- b. To understand the sounds of the letter R
- c. To practice the sounds of the letter X and review other letters

5.3 Learning objectives:
- a. To learn about the prepositional pronouns and their function
- b. To learn about the indirect object and the indirect object pronoun
- c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

5.4 Learning objectives:
- a. To review direct and indirect objects and their pronouns
- b. To learn to use double object pronouns (direct and indirect together)
- c. To understand placement options of double object pronouns

5.5 Learning objectives:
- a. To learn the form and function of AFFIRMATIVE informal commands
- b. To learn the form and function of NEGATIVE informal commands
- c. To learn to use informal commands with certain pronouns

5.6 Learning objectives:
- a. To learn the form and function of formal commands
- b. To practice formal commands with certain pronouns

5.7 Learning objectives:
- a. To learn about past tenses and to acquire related vocabulary
- b. To learn the preterit forms of regular verbs
- c. To learn the preterit forms of some important irregular verbs

5.8 Learning objectives:
- a. To experience Spanish language through a popular song
- b. To review what you learned in 5.1 - 5.8

5.1: Para estudiar en casa

5.1 Learning Objectives:
a. To acquire vocabulary related to months and holidays
b. To learn vocabulary related to seasons and weather
c. To practice vocabulary related to sports and recreational activity

Introduction:
In this lesson, we will study months, seasons, weather, and activities. As with other vocabulary lists, remember to study each new noun with the definite article. Also, be sure to look up any additional words that you might need to describe weather and your own activities.

5.1.a. To acquire vocabulary related to months and holidays

The following vocabulary list includes all the months of the year. Study each one carefully. Pronounce them out loud and try to think of personally relevant dates within each month. Notice the similarities between the words in both languages. The similarities can lead to mispronunciations (in which they sound more like English), so be especially careful to use the Spanish sounds as you pronounce each one.

Los meses	**The Months**
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Note:
Just like the days of the week, months are not automatically capitalized in Spanish. Months and days of the week are capitalized according to other rules, like: being the first word of a sentence.

The following list features some holidays and celebrations in the US and the Spanish-speaking world.

Los días festivos	**The Holidays**
la Nochevieja	New Year's Eve
el Año Nuevo	New Year's Day
el Día de la Raza	Columbus Day / Hispanic Awareness Day
el Día de la Independencia	Independence Day
el Día de los Veteranos	Veterans Day
el Día del Trabajo / de los Trabajadores	Labor Day
el Día de Acción de Gracias	Thanksgiving
el Día de los Inocentes	April Fool's Day
la Nochebuena	Christmas Eve
la Navidad	Christmas
el Día de los Reyes Magos	Day of the Magi (Wise Men) / Epiphany
la Pascua / la Pascua Judía	Easter / Passover
Semana Santa	Holy Week
el Día de los Muertos	Day of the Dead
el Cinco de Mayo	the Fifth of May

Note:
Holidays are typically national and religious. Please look up any holidays that might be relevant to you (*Janucá, Ramadán*, etc.)

MODELO:

¿Cuándo es tu cumpleaños?
Mi cumpleaños es el 21 de enero.
¿Cuál es la fecha de hoy?
Hoy es el 15 de noviembre.
¿Cuándo es el Día de Independencia mexicano?
Es el 16 de septiembre.
¿Cuándo es el Día de Independencia americano?
Es el 4 de julio.
¿Cuándo es el Día de Acción de Gracias?
Es el cuarto jueves de noviembre.
¿Cuándo se celebra el Día de los Reyes Magos?
Se celebra el 6 de enero.
¿Qué se celebra el Cinco de Mayo?
Se celebra la Batalla de Puebla, México, contra los franceses.
¿Cuándo es el Día de los Inocentes?
Es el primero de abril.

Note:
"*Cuándo se celebra X*" means "when is X celebrated".

5.1.b. To learn vocabulary related to seasons and weather

In this section, we will learn vocabulary related to seasons and weather. Weather depends greatly on region, but, for simplicity, we will often discuss stereotypical weather (i.e. snow in winter). As you say the seasons, think about where you are and what you do during that time of year.

Las estaciones del año	**The Seasons of the Year**
la primavera (marzo - mayo)	Spring (March - May)
el verano (junio - agosto)	Summer (June - August)
el otoño (septiembre - noviembre)	Fall / Autumn (September - November)
el invierno (diciembre - febrero)	Winter (December - February)

Note:
In English, "season" has a few additional meanings. "Season" can be a verb (to season food = *sazonar*) and for sports (season = *temporada*).

Weather expressions in Spanish are generally formed with the verb: *hacer*. You might think of it as "what's the weather doing". A few other Spanish verbs are also used to form weather expressions. Read the following out loud and, as you pronounce each one, try to visualize yourself or remember yourself experiencing that particular weather.

el tiempo	**The Weather**
¿Qué tiempo hace?	What is the weather?
Hace (mucho) calor.	It's (very) hot.
Hace (mucho) frío.	It's (very) cold.
Hace fresco.	It's cool out.
Hace (mucho) sol. / Está (muy) soleado.	It's (very) sunny.
Hace (mucho) viento.	It's (very) windy.
Hace (muy) buen tiempo.	It's (very) good weather. / It's nice out.
Hace (muy) mal tiempo.	It's (very) bad weather.
Llueve. / Está lloviendo. / llover	It's raining. / to rain
Nieva. / Está nevando. / nevar	It's snowing. / to snow
Está (muy) nublado. / Está (muy) nubloso.	It's (very) cloudy.
Hay (mucha) contaminación / humedad.	There's (a lot) of pollution / humidity.

Note:
Be careful with the intensifiers: *mucho* and *muy*. *Mucho* is an adjective that modifies a noun, like *calor* or *frío*. *Muy* is an adjective that modifies another adjective, like *bueno* o *malo*.

MODELO:

¿Qué tiempo hace en el invierno?
Hace frío y nieva.
¿Qué tiempo hace en el verano?
Hace calor y (hace) mucho sol.
Estamos en la primavera y por eso llueve mucho.

5.1.c. To practice vocabulary related to sports and recreational activities

You have already learned many verbs that represent recreational activities, like *nadar, leer, bailar, jugar al fútbol*, etc. Different verbs are typically associated with certain activities. *Jugar* and *practicar* are used with many sports (*jugar al béisbol, practicar el béisbol*). Pay attention to the verbs associated with each activity.

The following list of verbs represents additional recreational activities that you might participate in. Please look up any activities, not mentioned so far, which are personally relevant to you and add them to the list. As you pronounce each verb, visualize yourself or someone else performing that activity.

Los deportes y las actividades recreativas	**Sports and Recreational Activities**
el acampar / hacer camping / acampar	camping / to camp
el alpinismo	mountain climbing
las artes marciales	the martial arts
el atletismo	track and field
el bádminton	badminton
el balonmano	handball
el básquetbol / el baloncesto	basketball
el béisbol	baseball
el billar	billiards
el boxeo / boxear	boxing / to box
el busceo / buscear	scuba diving / to scuba dive
la caminata / caminar	hiking / to hike
la caminata con mochila	backpacking
la caza / cazar	hunting / to hunt
el ciclismo / montar en bicicleta	cycling / to ride a bike
el disco volante	frisbee
la equitación / montar a caballo	equestrianism / horsebackriding
fútbol	soccer
el fútbol americano	American football
la gimnástica / la gimnasia	gymnastics
el golf	golf
el jockey	hockey
la lucha libre / luchar	wrestling / to wrestle
la natación / nadar	swimming / to swim
el patinaje / patinar	skating / to skate
la pesca / pescar	fishing / to fish
el tenis	tennis
el tenis de mesa	ping-pong
el voleibol	volleyball

Note:
The vast majority of sports are masculine, because each one is ***un*** *deporte*.

MODELO:

¿Qué deportes practicas?

Practico el fútbol y el jockey. Me gusta patinar y me gusta montar en bicicleta.

¿Juegas al balonmano?

No. Juego al bádminton y al tenis de mesa.

¿Te gusta el fútbol americano?

Sí, pero no para jugar, solo mirar, igual con la lucha libre y el boxeo.

¿Pescas frecuentemente?

A veces, en la primavera vamos al río para pescar.

¿Sabes algún sitio bueno para caminar con mochila?

Sí. Hay muchos sitios buenos en la Lost Coast. Me gusta acampar allí también.

¿Cuándo empieza la temporada de béisbol?

Empieza en la primavera.

¿Cuándo empieza la temporada de baloncesto?

Es en el otoño.

5.1: Para practicar en casa

5.1 Learning Objectives:
a. To acquire vocabulary related to months and holidays
b. To learn vocabulary related to seasons and weather
c. To practice vocabulary related to sports and recreational activity

A. Las fechas y las estaciones
Write the date and season for the following holidays in the current year.

MODELO:
La Navidad Es el 25 de diciembre. Es en el invierno.

1. El Día de los Inocentes _____
2. El Día de la Independencia Americana _____
3. El Día de Acción de Gracias _____
4. El Día del Trabajo _____
5. El Año Nuevo _____
6. El Día de San Valentín _____
7. El Día de los Muertos _____
8. La Nochevieja _____
9. El Día de la Raza _____
10. El Día de San Patricio _____

B. ¿Qué tiempo hace?
Based on what is being worn, what's the weather? Use complete sentences and do not repeat the weather expressions.

1. Llevo un impermeable. _____
2. Llevas un abrigo, unos guantes y una bufanda. _____
3. Llevan unos pantalones cortos y una camiseta. _____
4. Llevamos un traje de baño y unas chanclas. _____
5. Lleváis una chaqueta y pantalones. _____
6. Lleva un sombrero. _____
7. Llevo unos jeans y un suéter. _____
8. Llevas una falda y una blusa. _____

C. Los deportes
Match the player or competitor with their sport.

1. Tom Brady _____	a. el básquetbol
2. Michelle Kwan _____	b. el golf
3. Wayne Gretzky _____	c. el boxeo
4. Derek Jeter _____	d. la natación
5. LeBron James _____	e. el tenis
6. Tiger Woods _____	f. la gimnasia
7. Serena Williams _____	g. el fútbol americano
8. Michael Phelps _____	h. el béisbol
9. Shawn Johnson _____	i. el patinaje
10. Mohamad Ali _____	j. el jockey

D. El cuestionario
Use complete sentences to answer the following questions.

1. ¿Cuál es tu estación favorita? _____
2. ¿Cuándo es tu cumpleaños? _____
3. ¿Qué deportes practicas? _____
4. ¿Qué haces cuando hace calor? _____
5. ¿En qué estación estamos? _____
6. ¿Qué llevas cuando hace frío? _____
7. ¿Juegas al baloncesto, al béisbol, al fútbol? _____
8. ¿Caminas con mochila? _____
9. ¿Cuál es tu deporte favorito? _____
10. ¿Qué tiempo hace hoy? _____

5.1: Para practicar en clase

5.1 Learning Objectives:
a. To acquire vocabulary related to months and holidays
b. To learn vocabulary related to seasons and weather
c. To practice vocabulary related to sports and recreational activity

A. ¿Qué tiempo hace allí?
With a classmate, discuss the weather in the following locations during different seasons. Use as many weather expressions as possible for each location.

MODELO:
Arcata, California — En la primavera, llueve y hace fresco. También hace viento. En el verano, hace sol y hace calor.

Miami, Florida	Madrid, España
Los Ángeles, California	Seattle, Washington
Londres, Inglaterra	Las Vegas, Nevada
Anchorage, Alaska	Stalingrad, Rusia
Santiago de Cuba	Chicago, Illinois

B. Entrevista
With a classmate, take turns asking and answering the following questions.

1. ¿Qué deportes practicas?
2. ¿Cuál es tu deporte favorito? (para mirar y para practicar)
3. ¿Qué te gusta hacer cuando hace calor? (3 actividades)
4. ¿Qué te gusta hacer cuando hace frío? (3 actividades)
5. ¿Cuál es tu estación favorita? ¿Por qué?
6. ¿Qué llevas cuando hace fresco? ¿Qué llevas cuando llueve?
7. ¿Cuándo es tu cumpleaños?
8. ¿Cuándo se celebra el Día de Acción de Gracias?
9. ¿Cuál es la fecha de hoy? ¿Qué día es hoy?
10. ¿Qué tiempo hace hoy?

C. Los días festivos y celebraciones
With a partner, discuss the following holidays and celebrations. Discuss the date and season of each one. Who celebrates these holidays and how?

MODELO:

El Día de San Patricio	El Día de San Patricio se celebra el 17 de marzo, en la primavera. Es un día festivo de tradición irlandés. Se celebra mucho el color verde. Hay muchos desfiles (parades) y, en Chicago, tiñen el agua del río verde. Se celebra con muchas fiestas y cerveza.

la graduación de la universidad	El Día de San Valentín
El Día de Acción de Gracias	El Día de la Independencia Americana
La Nochevieja	Halloween
La Navidad	tu cumpleaños
La Pascua o la Pascua Judía	una boda

D. Diseño de un día festivo
With a classmate, design a new holiday. Who, what, where, how, and when will it be celebrated? And, of course, why is it celebrated? When you are done, share your design with the class.

E. Repaso
Make sure that you understand and can do the following:

1. Do you know the Spanish words for months, seasons, and holidays?
2. Can you describe the weather in most situations?
3. Do you know the Spanish names of major sports?
4. Can you answer the following questions in complete sentences?
    a. ¿Qué tiempo hace?
    b. ¿En qué estación estamos?
    c. ¿Qué deportes practicas?
    d. ¿Cuándo es tu cumpleaños?

Tarea:
Complete *5.2 Para Estudiar en Casa* and *5.2 Para Practicar en Casa*.

5.2: Para estudiar en casa

5.2 Learning Objectives:
a. To correctly pronounce the sounds of the letters C and G
b. To understand when to roll the letter R
c. To practice the sounds of the letter X and review other letters

Introduction:
The focus of this section is pronunciation. In 1.2, we covered the sounds of all the letters and paid special attention letters that are particularly challenging to native English speakers. This will be a review of that information with a little more detail. Since this is pronunciation, be sure to practice speaking out loud throughout this section.

5.2.a. To correctly pronounce the sounds of the letters C and G

The letters C and G have something in common; each one has two sounds depending on the vowel that follows. The C sounds like the letter K and the G sounds like a G when in front of A, O, or U. Listen to the model and practice pronouncing these out loud.

	C	G
A	*ca*	*ga*
O	*co*	*go*
U	*cu*	*gu*

Here are some examples. Listen to the model and carefully pronounce each one. Focus on the sounds of the letters C and G.

	C	G
A	*casa, mercado*	*gato, ganga*
O	*color, blanco*	*gorra, agosto*
U	*cuadros, pascua*	*guantes, agua*

The letters C and G have different sounds when followed by the letters E and I. The C sounds like an S before E or I and the G sounds like an English H before E or I. Listen and practice these sounds.

	C	G
E	*ce*	*ge*
I	*ci*	*gi*

Here are some examples. Listen to the model and carefully pronounce each one while focusing on the sounds of the C and G.

	C	G
E	*cero, calcetines*	*gente, agenda*
I	*cinturón, cocina*	*ginete, página*

Note:
The pronunciation of the letter C refers to the most common pronunciation. There are others. In most places in Spain, for example, the C would sound like an English TH when coming before E or I, instead of an S. This is also the case for the letter Z. Listen to this dialect here. In short and in general, CE, CI, and Z sound like TH in Spain and S in Latin America. See the note on page 12.

In order to preserve the original sound of the letters C and G before the vowels E and I, we must change the spelling. Here are the spelling changes. Listen to the model and practice the sounds.

	C → QU	G → GU
E	*que*	*gue*
I	*qui*	*gui*

Here are some examples. Listen and carefully pronounce each one.

	C → QU	G → GU
E	*qué, aunque*	*guerra, averigue*
I	*quien, aquí*	*guitarra, alguien*

In the above examples, the letter U is silent. Sometimes, with GUI and GUE, the letter U is not silent. This is called **dieresis** and is represented by two dots over the U. The two dots mean that the letter U is pronounced. Listen and practice the following examples while paying close attention to the dieresis.

GÜ+	diérisis	ejemplos
E	*GÜE*	*ambigüedad, bilingüe*
I	*GÜI*	*lingüística, pengüino*

5.2.b. To understand the sounds of the letter R

Among the most challenging for native English speakers are the sounds of the letter R. First of all, the Spanish R does not sound like the English R. It sounds more like the sound of the two Ds of the English words "added" or "ladder". It also sounds like the two Ts of the English words "little" or "butter". Of course, your dialect will affect how you pronounce those words, but the placement of the tongue, when pronouncing those English words, is closer to the Spanish R than the English R is.

Listen and practice the following words while paying close attention to the sound of the letter R.

RA	RE	RI	RO	RU	AR	ER	IR
cobrar	*aire*	*abril*	*coro*	*bruja*	*hablar*	*comer*	*vivir*
barato	*libre*	*cripta*	*euro*	*cruz*	*diario*	*eterno*	*mirar*
fibra	*oreja*	*frito*	*faro*	*fruto*	*amar*	*hacer*	*sátira*
hora	*precio*	*mérito*	*ironía*	*grupo*	*araña*	*perla*	*unir*
otra	*hombre*	*varios*	*oro*	*virus*	*jardín*	*tejer*	*virgo*

Sometimes the R is rolled. The muscles of the tongue do not produce the roll. The roll is produced by air flowing over the tongue, which causes the tongue to vibrate. It's like a raspberry, but on the inside of the mouth. Some native English speakers find this extremely hard to pronounce and they usually come up with strategies to mimic the sound. If you are one of those individuals, keep trying!

There are two common circumstances that require the R to be rolled.

- when the R is the first letter of the word (word initial)
- when there are two Rs together in the word

Here are examples of the two circumstances mentioned above. Listen and practice with special care to pronounce the R properly.

Word Initial	RR
raro	*carro*
reír	*error*
reina	*gorra*
rojo	*torre*
rubí	*zorro*

Note:
The R is also rolled after certain consonants (L, N, and S). These are less common.
If a compound word is formed and the second word begins with R, it is written with two RRs (*guardarropa, pelirrojo, saltarrocas, virrey*)

Sometimes the R is the only difference between words that mean completely different things. The following list contains a select few of these words. Listen to the way they are pronounced and focus on the pronunciation of the R.

Español	**Inglés**
cero / cerro	zero / hill, mountain
coral / corral	coral / farmyard, corral
coro / corro	choir / I run
hiero / hierro	I wound, I hurt / iron
para / parra	for / vine
pera / perra	pear / female dog
pero / perro	but / male dog
caro / carro	expensive / car
moro / morro	Moor, Muslim / snout, nose, mound
ahora / ahorra	now / he saves

5.2.c. To practice the sounds of the letter X and review other letters

The letter X has two common sounds.

The most common sound is the same as the X in English. It sounds like the combination of KS (*exageración*) or GS (*examen*) in English.

The other sound is like the H in English, which is similar to the sound of the medieval Spanish X. This spelling is usually a proper name. In some places the spelling has been modernized and in others it has been preserved.

X sounds like KS (or GS)	**X sounds like H**
exageración	*México (*sometimes spelled*: Méjico)*
examen	*mexicano (*sometimes spelled*: mejicano)*
saxofón	*Oaxaca (*sometimes spelled*: Oajaca)*
sexo	*Texas (*sometimes spelled*: Tejas)*
taxi	*Xavier (*sometimes spelled*: Javier)*

Note:
There are only a few words that start with X in Spanish. For those that do (like *xilofón* or *xenofobia),* the X is pronounced like an S (just like in English: xylophone, xenophobia).
In some words derived from Indigenous American languages, like Nahuatl, the letter X is pronounced like the combination SH in English (*Xela, Xocoyote*).

There are a few other letters that you should review. As presented in 1.2:

- B and V have the same sound, like the English B
- H is never pronounced
- J is pronounced like the English H
- L sounds like the English L, except when there are two; LL sounds like Y in "yes".
- Ñ sounds like NY in "canyon" or NI in "onion"
- Z is usually pronounced as an English S, although it is pronounced as TH in certain dialects. See note on page 12.

Here are some examples. Listen to the model and practice the pronunciation of each consonant.

B	H	J	L	Ñ	V	Z
bajo	*hola*	*abajo*	*llave*	*baño*	*vaso*	*abrazo*
bien	*hay*	*concejero*	*lluvia*	*cariño*	*activo*	*lápiz*
biblioteca	*hijo*	*ejemplo*	*ella*	*empeño*	*vivir*	*zumo*
nube	*prohíbe*	*jaguar*	*callado*	*ñoqui*	*veces*	*zapato*
obra	*búho*	*naranja*	*allí*	*niño*	*televisión*	*azul*

5.2: Para practicar en casa

5.2 Learning Objectives:
a. To correctly pronounce the sounds of the letters C and G
b. To understand the sounds of the letter R
c. To practice the sounds of the letter X and review other letters

A. La letra C
Practice the pronunciation of each of the following words. Notice how sometimes the C sounds like a K and other times it sounds like an S. Underline the words in which the C sounds like an S.

1. caballo
2. fácil
3. académico
4. nación
5. hacer
6. Cuba
7. control
8. necesitar
9. caja
10. sincero

B. La letra G
Practice the pronunciation of each of the following words. Notice how sometimes the G sounds like a G and other times it sounds like an H. Underline the words in which the G sounds like an H.

1. droga
2. peregrino
3. surge
4. vigilar
5. pongo
6. vegetario
7. ilegítimo
8. ganar
9. golpe
10. guay

C. La letra R
Practice the pronunciation of each of the following words. Notice how sometimes the R is rolled and other times it is not. Underline the words in which the R is rolled.

1. abierto
2. febrero
3. raza
4. primavera
5. reloj
6. rojo
7. aburrido
8. burrito
9. perro
10. rayas

D. La letra X
Practice the pronunciation of each of the following words. Notice how sometimes the X sounds like a KS (or GS) and other times it sounds like an H. Underline the words in which the X sounds like an H.

1. anexo
2. exacto
3. explicación
4. mexicano
5. excusa
6. excluir
7. oaxaqueño
8. flexivo
9. oxígeno
10. texano

E. Un trabalengua
Read the following tongue twister out loud several times. Use all you know about Spanish pronunciation and be careful to stress the correct syllable. Focus on the pronunciation of the letter R and not so much on the meaning.

Erre con erre cigarro,

erre con erre barril.

Rápido corren los carros,

cargados de azúcar del ferrocarril.

5.2: Para practicar en clase

5.2 Learning Objectives:
a. To correctly pronounce the sounds of the letters C and G
b. To understand the sounds of the letter R
c. To practice the sounds of the letter X and review other letters

A. Entrevista
With a classmate, discuss the following questions.

1. ¿Cómo se escribe tu nombre?
2. ¿Cómo se escribe tu apellido?
3. ¿Cuál letra tiene el sonido de la K y la S en inglés?
4. ¿Cuál letra tiene el sonido de la G y la H en inglés?
5. Practica el trabalengua en voz alta con tu compañero de clase.

B. Emparejar con letras
With a classmate, match the letters with the descriptions of the sounds. In the descriptions, the sounds refer to the sounds in English, for example: *el sonido de la S (en inglés).*

1. C	a. En general, tiene el sonido de la S.
2. V	b. Tiene los sonidos de la K y la S.
3. G	c. Cuando hay dos, tiene el sonido de la Y.
4. H	d. Tiene el sonido de NY o NI.
5. R	e. Tiene el sonido de la B.
6. X	f. Tiene el sonido de la H.
7. L	g. Tiene los sonidos de la G y la H.
8. J	h. No se pronuncia.
9. Ñ	i. A veces tiene el sonido de la S.
10. Z	j. Cuando hay dos, el sonido se extiende.

C. Emparejar con palabras
With a classmate, match the words with the descriptions of the sounds of the letters. In the descriptions, the sounds refer to the sounds in English, for example: *el sonido de la S (en inglés).*

1. mexicano	a. Tiene una letra que no se pronuncia.
2. valiente	b. La R se pronuncia como RR.
3. amarilla	c. La X tiene el sonido de la H.
4. gira	d. La V tiene el sonido de la B.
5. cerebro	e. La G tiene el sonido de la H.
6. abrazo	f. La C tiene el sonido de la S.
7. rey	g. La L tiene el sonido de la Y.
8. exterior	h. La Z tiene el sonido de la S.
9. hospital	i. La G tiene el sonido de la G.
10. gota	j. La X tiene el sonido de la KS o GS

D. Otro trabalengua
With a partner, read the following tongue twister out loud several times. Use all you know about Spanish pronunciation and be careful to stress the correct syllable. Focus on the pronunciation of the letter R and not so much on the meaning.

El perro de San Roque no tiene rabo
porque Ramón Rodríguez se lo ha robado.

E. Repaso
Make sure that you understand and can do the following:

1. Do you know when the C sounds like a K and when it sounds like an S?
2. Do you know when the G sounds like a G and when it sounds like an H?
3. Do you understand when you are supposed to roll your Rs?
4. Do you understand the different sounds of the letter X?
5. Can you answer the following questions in complete sentences?
    a. ¿Cuáles letras tiene el sonido de la B?
    b. ¿Cuál letra no se pronuncia?
    c. ¿Cómo se pronuncia "cocina"?
    d. ¿Cómo se pronucia "gigote"?

Tarea:
Complete *5.3 Para Estudiar en Casa* and *5.3 Para Practicar en Casa*.

5.3: Para estudiar en casa

5.3 Learning Objectives:
a. To learn about the prepositional pronouns and their function
b. To learn about the indirect object and the indirect object pronoun
c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

Introduction:
In this lesson, we will cover the prepositional pronouns, the indirect object, and the indirect object pronouns. You will learn to recognize them and use them in different situations. You will learn the present tense conjugations of the verbs *dar* and *decir*.

5.3.a. To learn about the prepositional pronouns and their function

You have already seen propositional pronouns, like (*a mí* and *a ellos*). *A* and all other Spanish prepositions are used with specific pronouns, called prepositional pronouns (the pronouns we use with prepositions). With all prepositions, including *a*, we can use proper nouns (Robert) or the equivalent subject pronouns (*usted, él, nosotros, etc.*). The only exceptions are *yo* and *tú*, which are replaced with *mí* and *ti*. Here is a list of all of the Spanish prepositional pronouns.

Singular	Plural
mí	*nosotros / as*
ti	*vosotros / as*
él	*él*
ella	*ella*
usted	*ustedes*

You have already used these pronouns with the preposition *de*. Here is a list of other Spanish prepositions that are commonly used with prepositional pronouns.

Español	English
a	to, at
alrededor de	around
bajo (de)	under
con	with
contra	against
debajo de	under, underneath
desde	from, since
detrás (de)	behind
en	in on, at

encima de	on top of
entre	between, among
frente a	before, in front of
hacia	until, toward
hasta	until, toward
para	for, in order to
por	for, by
según	according to
sin	without
sobre	about, on, upon, above

Note:
Prepositions are difficult in most languages. You will learn more about some of these prepositions in other sections.

MODELO:

*Mi amiga camina hacia **mí**.*
*¿Quién está con **ella**?*
*María está con **ella**. Tienen algo para **nosotros**.*

*Mi amigo quiere jugar ajedrez contra **ti**.*
*Él habla mucho sobre **ti**. Según él, tú eres buen jugador.*

*A mí me gusta bailar con **mis amigas**.*
*Me gusta bailar entre **ellas** porque son muy divertidas.*

When *mí* and *ti* are used with the preposition con, they form new words.

con + mí ➔ conmigo	*con + ti ➔ contigo*

MODELO:

*¿Quieres jugar **conmigo**?*
*No, no quiero jugar **contigo**.*

*¿Puedo estudiar **contigo**?*
*Ella va a estudiar **conmigo**. ¿Quieres estudiar con **nosotras**?*
*Sí, quiero estudiar con **vosotras**.*

5.3.b. To learn about the indirect object and the indirect object pronoun

You have been using the indirect object (*el complemento indirecto*) and the indirect object pronoun (*el pronombre del complemento indirecto*) with *gustar* since the first chapter (See 1.6). In order to identify the indirect object of a sentence, we ask "to whom" or "for whom" with relation to the verb. Consider the following examples in English:

*Dancing is pleasing **to me**.*
__To whom__ is dancing pleasing?
***To me**.*
"__To me__" is the indirect object of the sentence.

*We sent the letters **to the students of the class**.*
__To whom__ did we send the letters?
***To the students of the class**.*
"__To the students of the class__" is the indirect object of the sentence.

Note:
"We sent **them** the letters" can be written: "we sent the letters **to them**". In English, it's easier to identify the indirect object when the preposition is included.

*Pay the bill **for her**.*
__For whom__ will the bill be paid?
***For her**.*
"__For her__" is the indirect object of the sentence.

Here is an example in Spanish using the verb *gustar*.

***A mí** me gusta el libro.*
¿__A quién__ le gusta el libro?
***A mí**.*
"A mí" es el __complemento__ indirecto de la frase.
"Me" es el __pronombre__ del complemento indirecto.

As we discussed in 1.6, in Spanish, we must use the indirect object pronoun whenever there is an indirect object with a verb. The object itself is only mentioned for emphasis (for example, when making a comparison) or clarification (for example, *le* can refer to: *a él, a ella, a usted*). Here are the indirect objects and indirect object pronouns.

Singular	Plural
a mí ➔ me	*a nosotros / as ➔ nos*
a ti ➔ te	*a vosotros / as ➔ os*
a él, a ella, a usted ➔ le	*a ellos, a ellas, a ustedes ➔ les*

Note:
The indirect object pronouns and the direct object pronouns are exactly the same, except for the third person forms (*le* and *les*).

Besides *gustar*, there are many other verbs that can take an indirect object (verbs whose action can be done "to someone" or "for someone"). The use of these verbs is similar to their use in English. Here is a list of Spanish verbs that are often used with indirect objects.

Español	English
comprar	to buy
contar	to tell / to count
entregar	to hand in
escribir	to write
explicar	to explain
hablar	to speak
mandar	to send
mostrar (ue)	to show
pedir	to ask for
preguntar	to ask (a question)
prestar	to lend
recomendar (ie)	(to recommend)
regalar	to give (as a gift)
servir	to serve
traer	to bring

The placement of the indirect object pronoun is exactly the same as the direct object pronoun. It is either: a) before the conjugated verb or b) attached to an infinitive or a present participle.

MODELO:

*¿Ella **te** trae el libro?*
*Sí, ella **me** trae el libro.*
*¿**Me** compras unos pantalones nuevos?*
*Sí, **te** compro unos pantalones nuevos.*
*¿Quién **te** explica la gramática?*
*La profesora **me** explica la gramática.*
*¿Quién **te** sirve la cena?*
*Mi mamá **me** sirve la cena.*
*¿A quién **le** entregas la tarea?*
***Le** entrego la tarea al profesor.*
*¿A quién **le** mandas tarjetas postales?*
***Le** escribo a mi familia.*
*Voy prestar**te** un videojuego nuevo.*
*Estoy mostrándo**les** los pronombres del complemento indirecto.*

Note:
With the indirect object pronoun, it is good idea to practice the three types of questions above:

1) *¿Sí o no?*	*¿Le sirves la cena?*	*Sí, le sirvo la cena.*
2) *¿Quién?*	*¿Quién te manda regalos?*	*Ella me manda regalos.*
3) *¿A quién?*	*¿A quién le entregas la tarea?*	*Le entrego la tarea a él.*

5.3.c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

Two verbs that are often used with the indirect object pronoun are *dar* (to give) and *decir* (to tell). For example, whenever we use the verb *dar*, there is always an indirect object, whether we specifically mention it or not. *Dar* is irregular in the first person. Here is the present tense conjugation of *dar*.

dar: to give

doy	*damos*
das	*dáis*
da	*dan*

Decir is irregular in the first person, but is also a stem changing verb.

***decir (i):* to tell**

digo	*decimos*
dices	*decís*
dice	*dicen*

MODELO:

¿Siempre les ***dices*** *la verdad a tus padres?*
Sí, siempre les ***digo*** *la verdad.*
¿Quién te ***dice*** *la verdad?*
Mi mamá me ***dice*** *la verdad.*
¿A quién le ***decís*** *mentiras?*
No le ***decimos*** *mentiras a nadie.*
¿Tus padres te ***dan*** *dinero?*
Sí, me ***dan*** *dinero.*
¿Quién le ***da*** *regalos a tu novio?*
Yo le ***doy*** *regalos a mi novio.*
¿A quiénes les ***dan*** *regalos tus tíos?*
Mis tíos les ***dan*** *regalos a mis primos.*

Note:
La verdad means "the truth" and *mentiras* means "lies".

5.3: Para practicar en casa

5.3 Learning Objectives:
a. To learn about the prepositional pronouns and their function
b. To learn about the indirect object and the indirect object pronoun
c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

A. Los pronombres preposicionales
Rewrite the following sentences using the prepositional pronouns.

MODELO:
Quiero jugar al baloncesto con ***todos mis compañeros de casa****.*
Quiero jugar al baloncesto con ***ellos****.*

1. Les mando una carta a mis compañeros que tomaron la clase el semestre pasado.

_____

2. Voy a caminar hacia los estudiantes que siempre estudian más.

_____

3. Estefaní van a jugar contra las muchachas de su trabajo.

_____

4. Según el profesor de la clase de español, el examen va a ser fácil.

_____

5. Escribe un libro sobre el presidente y su familia.

_____

6. Llegan a la clase sin sus compañeros.

_____

7. Ella es la mamá de la bebé que sale en el video en Youtube.

_____

8. Siempre le presto dinero a mi mejor amigo.

_____

9. Mamá, ¿puedo salir con Mario, Agustín, Nayra, y Cristián?

_____

10. Yo trabajo para mi hermano mayor.

_____

B. Los complementos indirectos
Identify the indirect object of the following sentences.

MODELO:	**El complemento indirecto**
Les regalan un libro sobre la guerra a ellos.	*a ellos*
Nos regalan un libro sobre la guerra.	a nosotros

1. Te escribo una carta de amor. _____
2. Ella os explica la información nueva. _____
3. Les digo la verdad a mis compañeros de casa. _____
4. Mis padres me dan dinero para mi cumpleaños. _____
5. Siempre les presto el carro a mis amigos. _____
6. Los estudiantes le entregan la tarea al profesor. _____
7. Mis compañeros del trabajo me cuentan historias falsas. _____
8. Les traigo regalos a todos ustedes. _____
9. A usted le sirvo el plato especial de la casa. _____
10. Nos recomiendan el restaurante nuevo en la Plaza Mayor. _____

C. Los pronombres del complemento indirecto
Complete the sentence by writing the indirect object pronoun.

MODELO:
Mi amiga _____*le*_____ presta su libro a Miguel.

1. _____ preguntamos al profesor cuándo va a ser el próximo examen.
2. Nosotros siempre _____ regalamos algo a nuestro sobrino.
3. El profesor _____ muestra a nosotros cómo funcionan los pronombres.
4. A veces _____ doy problemas a mis padres.
5. ¿_____ prestas tu carro a tus amigos?
6. ¿A quién _____ dices la verdad?
7. Ángela _____ da flores a su novio.
8. A vosotros _____ explico la situación.
9. ¿Quién _____ compra un regalo a mí?
10. _____ digo la verdad (a ti).

D. Entrevista
Answer with complete sentences and be sure to use the indirect object pronoun.

1. ¿Le prestas dinero a tus amigos?

_____

2. ¿Le traes una manzana a tu profesora?

_____

3. ¿Cuándo le vas a dar un beso a tu amigo?

_____

4. ¿Quién te presta su libro?

_____

5. ¿Quién te trae flores?

_____

6. ¿Quién les dice la verdad a tus amigos?

_____

7. ¿A quién le dices mentiras?

_____

8. ¿A quién le escribes poemas románticos?

_____

9. ¿A quién le explicas la tarea?

_____

10. ¿Estás mandándole un regalo a tu primo?

_____

5.3: Para practicar en clase

5.3 Learning Objectives:
a. To learn about the prepositional pronouns and their function
b. To learn about the indirect object and the indirect object pronoun
c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

A. Los pronombres del complemento indirecto
With a classmate, take turns randomly saying the following indirect objects. Your partner should say what indirect object pronoun could replace them.

MODELO:
a los estudiantes *les*

a nosotros	a Mario y yo	a ella y a él	a los trabajadores
a Marta	a Nora y a ti	al profesor	a las clientes
a ti	a la mamá de él	a usted y ella	a la presidente
a la familia de ella	a la clase	a la mamá de Jordi	a mí
a mí	a mi papá	a los compañeros	a ella y su hermana
a ti y a mí	a los sobrinos de él	a él	a vosotras
a ustedes	a vosotros	a nosotras	a ustedes
a todos ellos	a usted	a mis primos	a ti, a mí y a él

B. Ideas originales
With a partner, use the structure of the given sentence as a model, but rewrite each sentence. 1) Add original elements (replace the italicized word/s) and 2) replace the indirect object as indicated. Then, share your sentences with the class.

MODELO:
Yo siempre les presto *dinero* a mis amigos.
a ti Yo siempre te presto *el carro.*
a mis amigos Yo siempre les presto *una pluma* a mis amgos.
a usted Yo siempre le presto *ropa* a usted.

1. Yo nunca le mando *cartas* a mi novia.
   a mi mejor amigo
   a vosotros
   a ti
2. Ustedes le compran *un reloj de oro* a su tía.
   a mí
   a ella
   a todos los miembros de su familia

3. Él les dice *mentiras* a sus padres.
    a sus amigos
    a su novia
    a nosotros
4. Ella le escribe *poemas románticas* a su novio.
    a mí
    a vosotros
    a ti
5. El presidente de la compañía me da *dinero* para mi cumpleaños.
    a ti
    a nosotros
    a ellos

C. Los pronombres preposicionales
With a partner, ask and answer the following questions. In your answers, replace the noun with the appropriate prepositional pronoun.

MODELO:
¿Vas a jugar con *los amigos de la clase*?
Sí, voy a jugar con *ellos*.

1. ¿Vas a estudiar sin tus compañeros de clase?
2. ¿Quién juega videojuegos contigo?
3. ¿Quiénes juegan contra los Lakers de Los Ángeles?
4. ¿Conoces a la persona quien camina hacia la familia de Ramón?
5. ¿Trabajas para la persona que está en frente del edificio?
6. ¿Vas a salir conmigo este fin de semana?
7. ¿Quién es la mamá de los muchachos que están jugando?
8. ¿Ella escribe una historia sobre el presidente de los Estados Unidos?
9. ¿Estos regalos son para los compañeros de la clase?
10. ¿Tu amiga está bailando entre todas las otras personas?

D. Entrevista
With a partner, ask and answer the following questions. In your answers, be sure to pay close attention to the indirect object and indirect object pronouns.

1. ¿Los estudiantes de la clase le prestan atención al profesor?
2. ¿Les mandas cartas a tus padres?
3. ¿Por qué les pides dinero a tus padres?
4. ¿Quién te explica la nueva gramática?
5. ¿Quién te prepara la comida?

6. ¿Quién te escribe poemas románticos?

7. ¿A quién le compras regalos?

8. ¿A quiénes les mandas textos?

9. ¿A quién le das dinero?

10. ¿Quién te presta su carro?

E. Repaso
Make sure that you understand and can do the following:

1. Do you understand what a prepositional pronoun is?
2. Do you know the prepositional pronouns?
3. Do you understand the indirect object and the indirect object pronouns?
4. Do you know the present tense conjugations of *dar* and *decir*?
5. Can you answer the following questions using the indirect object pronoun?
    a. ¿Tus padres te prestan dinero?
    b. ¿Quién te manda flores?
    c. ¿A quién le vas a explicar la información?

Tarea:
Complete *5.4 Para Estudiar en Casa* and *5.4 Para Practicar en Casa*.

5.4: Para estudiar en casa

5.4 Learning Objectives:
a. To review direct and indirect objects and their pronouns
b. To learn to use double object pronouns (direct and indirect together)
c. To understand placement options of double object pronouns

Introduction:
In this lesson, we review what you have already learned about direct and indirect objects and their pronouns. This includes their function, the pronouns that replace them, and the proper placement of the pronouns. Then, we will learn the order of these pronouns when they are used together and, lastly, how to use them with infinitives and present participles.

5.4.a. To review direct and indirect objects and their pronouns

In 4.3, you learned that the function of the direct object pronoun is to avoid repetition; the direct object answers the question "what?" in relation to the verb. You learned which pronoun takes the place of which object, and how to properly place the direct object pronouns. You also learned about the personal "a". To review, here are the pronouns that take the place of the direct object (*el complemento directo*):

Singular	Plural
me	nos
te	os
lo / la	los / las

The direct object receives the action of the verb. The direct object and pronoun are almost never used in the same sentence.

MODELO:
Escucho la canción.
¿Qué escucho?
La canción.
***La canción** es el complemento directo.*
***La** escucho.*

When the direct object of a sentence is a specific person, we use the personal "a". The personal "a" is absorbed when the direct object is replaced with the direct object pronoun.

MODELO:

Veo a la profesora.
¿A quién veo?
A la profesora..
*(**A) la profesora** es el cumplemento indirecto.*
***La** veo.*

In 5.3, you learned about the indirect object, the indirect object pronoun, and the placement of the indirect object pronoun. To review, here are the pronouns that take the place of the indirect object (*el complemento indirecto*):

Singular	Plural
a mí ➔ me	*a nosotros / as ➔ nos*
a ti ➔ te	*a vosotros / as ➔ vos*
a él, a ella, a usted ➔ le	*a ellos, a ellas, a ustedes ➔ les*

The indirect object tells "to whom" or "for whom" (or "to what" or "for what") in relation to the verb. The indirect object and pronoun can both be used in the same sentence.

MODELO:

Les digo la verdad **a mis padres**.
¿A quiénes les digo la verdad?
A mis padres.
***A mis padres** es el complemento indirecto.*
***Les** digo la verdad.*

Whenever there is an indirect object and a verb, the **indirect object pronoun** is required. The **indirect object** itself is not required, unless it is necessary for clarification or emphasis. In the following examples, the pronoun "les" refers to different indirect objects.

MODELO:

Les leo el periódico a mis amigos.
Les escribo cartas a ustedes.

The placement of the object pronoun is very important. The direct and indirect object pronouns have the same placement options.

For the following examples:
lo = el periódico
les = a mis amigos

If the phrase has only one verb, your only option is:

Before the Conjugated Verb
Lo leo
Les escribo cartas.

If the phrase has an infinitive, your options are:

Before the Conjugated Verb	Attached to the Infinitive
Lo quiero leer.	Quiero leer**lo**.
Les voy a escribir.	Voy a escribir**les**.

If the phrase has a present participle, your options are:

Before the Conjugated Verb	Attached to the Present Participle
Lo estoy leyendo.	Estoy leyéndo**lo**.
Les estoy escribiendo	Estoy escribiéndo**les**.

Note: When adding an object pronoun to the end of a present participle, we must add the *tilde* to preserve the correct stress of the word.

5.4.b. To learn to use double object pronouns (direct and indirect together)

You may recall from 5.3 that there are certain verbs that take indirect objects and pronouns. In most cases, these are the same verbs that will be used with the double object pronouns. For example, there are always indirect objects (explicit or implicit) with the verbs *dar* and *decir*.

MODELO:

Les doy regalos a mis hijos.
Mi hijo **me** dice el cuento.

With double object pronouns, the indirect object pronoun always comes first, and if both pronouns start with the letter "L", the indirect object pronoun changes to *se*

(le ➔ se or ***les ➔ se)***.

MODELO:

Les doy regalos a mis hijos. ➔ **Se los** doy a mis hijos.
Le dices el cuento a ella. ➔ **Se lo** dices.

Here are the most common combinations of direct and indirect object pronouns:

me lo	me la	me los	me las
te lo	te la	te los	te las
se lo	se la	se los	se las
nos lo	nos la	nos los	nos las
os lo	os la	os los	os las

There are three types of questions that you should practice in order to master the double object pronouns:

1) *¿Sí o no?*
2) *¿Quién?*
3) *¿A quién?*

MODELO:

*¿Ella **te** trae el libro?*
*No, no **me lo** trae.*
*¿**Me** compras unos pantalones nuevos?*
*Sí, **te los** compro.*
*¿Quién **te** explica la gramática?*
*La profesora **me la** explica.*
*¿Quién **te** sirve la cena?*
*Mi mamá **me la** sirve.*
*¿A quién **le** entregas la tarea?*
***Se la** entrego al profesor.*
*¿A quién **le** mandas tarjetas postales?*
***Se las** mando a mi familia.*
*¿Vuestros padres **os** mandan dinero?*
*Sí, **nos lo** mandan.*

Note:
When the sentence is negative, the word *no* (meaning "not", which negates the verb) always goes before the object pronouns; *No, **no** me lo mandan*.

5.4.c. To understand placement options of double object pronouns

Whenever we use double object pronouns, they are always together and the indirect always comes first. You have already learned the placement options for individual direct and indirect object pronouns. The options are the same with double object pronouns.

If the phrase has only one verb, the pronouns always go before the conjugated verb.

MODELO:

¿Tus amigos siempre te dicen la verdad?
Sí, siempre **me la** dicen.
¿Les prestas tu carro a tus amigos?
No, no **se lo** presto.
¿Quién nos pide ayuda?
Los compañeros de clase **nos la** piden.
¿Quién te escribe poemas románticos?
Mi novia **me los** escribe.
¿A quién le envías el mensaje?
Se lo envío a mi amigo.
¿A quiénes le sirven la comida los meseros?
Se la sirven a los invitados.

If the phrase has an infinitive, the pronouns go before the conjugated verb or are attached to the infinitive.

MODELO:

¿Tus amigos te van a decir la verdad?
Sí, **me la** van a decir.
Sí, van a decír**mela**.
¿Quién nos puede pedir ayuda?
Los compañeros de clase **nos la** pueden pedir.
Los compañeros de clase pueden pedír**nosla**.
¿A quiénes necesitan servirles la comida los meseros?
Se la necesitan servir a los invitados.
A los invitados necesitan servír**sela**.

Notes:

- Double object pronouns are attached to infinitives without spaces.
- As with placement before the conjugated verb, with infinitives, the indirect object pronoun always comes before the direct object pronoun.
- In order to preserve the pronunciation of the verb (stressed syllable), we always add a *tilde* to the infinitive when attaching double object pronouns.
- The indirect object may precede the pronouns or come after the verb.

If the phrase has a present participle, the pronouns go before the conjugated verb or are attached to the present participle.

MODELO:

¿Tus amigos te están diciendo la verdad?
Sí, **me la** están diciendo.
Sí, están diciéndo**mela**.
¿Quién nos está pidiendo ayuda?
Los compañeros de clase **nos la** están pidiendo.
Los compañeros de clase están pidiéndo**nosla**.
¿A quiénes están sirviéndoles la comida los meseros?
A los invitados **se la** están sirviendo.
Están sirviéndo**sela** a los invitados.

Notes:

- Double object pronouns are attached to present participles without spaces.
- As with placement before the conjugated verb and infinitives, with present participles, the indirect object pronoun always comes before the direct object pronoun.
- In order to preserve the pronunciation of the verb (stressed syllable), we always add a *tilde* to the present participle when attaching double object pronouns.
- The indirect object may precede the pronouns or come after the verb.

5.4: Para practicar en casa

5.4 Learning Objectives:
a. To review direct and indirect objects and their pronouns
b. To learn to use double object pronouns (direct and indirect together)
c. To understand placement options of double object pronouns

A. Directo o indirecto
Fill in the blank with the correct direct or indirect object pronoun.

MODELO:
Para la Navidad, ___le___ *doy una camisa nueva a mi hijo.* ___La___ compro en Macy's.

De vacaciones

_____ voy a mandar tarjetas postales a mis padres. Voy a comprar_____ en el kiosko. Para mandar_____ necesito comprar estampillas (postage stamps). El señor del kiosko _____ dice que las estampillas son nuevos. A mí _____ gusta comprar tarjetas postales para mi familia.

Una discución

ANA: ¡Nunca _____ das regalos para mi cumpleaños!

JULIO: Sí, _____ doy regalos cada año. Es que no _____ gustan, pero este año _____ voy a regalar algo especial. _____ voy a comprar por Amazon. _____ voy a pedir mañana y va a llegar el próximo viernes.

B. Traducción
Translate the following sentences into Spanish using double object pronouns.

MODELO:
I lend them to my friend. (the books)
Se los presto a mi amigo.

1. I explain it to the students. (the rules of pronunciation)

_____

2. They turn it in to the professor. (the exam)

_____

3. She reads it to her son. (the newspaper)

_____

4. We buy them for the children. (the red suit)

_____

5. You send them to your friends. (the flowers)

_____

6. My friends buy it for me. (the bread)

_____

7. He sings it to her. (the song)

_____

8. The students give it to the professor. (an apple)

_____

9. The woman is going to show it to her son. (the dress)

_____

10. I am telling you it. (the story).

_____

C. Los dos pronombres

Write the double object pronouns in the space provided as they would appear if you rewrote these sentences.

MODELO:	**Los dos pronombres**
Les regalan un libro sobre la guerra a ellos.	*se lo*
Me regalan unos zapatos nuevos.	me los
1. Te escribo una carta de amor.	
2. Ella os explica la información nueva.	
3. Les digo la verdad a mis compañeros de casa.	
4. Mis padres me dan dinero para mi cumpleaños.	
5. Siempre les presto el carro a mis amigos.	
6. Los estudiantes le entregan la tarea al profesor.	

7. Mis compañeros del trabajo me cuentan historias falsas. _____

8. Les traigo regalos a todos ustedes. _____

9. A usted le sirvo el plato especial de la casa. _____

10. Nos recomiendan el restaurante en el centro histórico. _____

D. Preguntas personales

Answer the questions in complete sentences using double object pronouns. Whenever there is an infinitive or present participle, answer both ways: placing the pronouns before the conjugated verb AND attaching them to the infinitive or participle.

1. ¿Tus amigos te están mandando muchos textos?

_____

2. ¿Les vas a mandar muchos textos a tus amigos?

_____

3. ¿Tus amigos te prestan dinero?

_____

4. ¿Quién te da regalos?

_____

5. ¿A quién le das regalos?

_____

6. ¿Quién está sirviéndote la comida?

_____

7. ¿Quién te está cantando canciones?

_____

8. ¿A quién le dices la verdad?

_____

9. ¿A quién le vas a decir la verdad?

_____

10. Escribe dos pregunatas originales (they should include an indirect object pronoun and a direct object - similar to the questions above).

_____

_____

5.4: Para practicar en clase

5.4 Learning Objectives:
a. To review direct and indirect objects and their pronouns
b. To learn to use double object pronouns (direct and indirect together)
c. To understand placement options of double object pronouns

A. Directo o indirecto
Paso 1
With a partner, take turns identifying whether the italicized/bolded word is a:

CD: complemento directo
CI: complemento indirecto
PCD: pronombre del complemento directo
PCI: pronombre del complemento indirecto

MODELO:

Le mando cartas de amor ***a mi esposa***.	CI
Le mando ***cartas de amor*** a mi esposa.	CD
Le mando cartas de amor a mi esposa.	PCI

1. ***Se*** lo voy a mandar a mis hermanas. _____
2. Te tengo que enseñar ***la foto***. _____
3. ***Me*** dicen que hay un examen el lunes. _____
4. ¿***A quién*** le cantas canciones? _____
5. Siempre le presto dinero ***a mis hermanos***. _____
6. ***La*** entrego al profesor. _____
7. ¿Me prestas ***tu libro***, por favor? _____
8. Los camareros **la** sirven a los clientes. _____
9. A mis primos ***se*** las mando. _____
10. ¿Quién **me** invita a la fiesta? _____

Paso 2
Now discuss all the other elements of the sentences above. Can you identify them?

B. Los dos pronombres
With a partner, take turns reading the statements and repeating using double object pronouns. Then, change the direct object as indicated and repeat.

MODELO:

Yo siempre les presto *dinero* a mis amigos.
los libros

Estudiante 1: Yo siempre les presto *dinero* a mis amigos.
Estudiante 2: Yo siempre se lo presto.
Estudiante 2: Yo siempre les presto *los libros* a mis amigos.
Estudiante 1: Yo siempre se los presto.

1. Yo nunca le mando *cartas* a mi novia.
   tarjetas postales
   dinero
   regalos
2. Ustedes me compran *un reloj de oro*.
   la ropa
   los aretes
   las bebidas
3. Él les dice *mentiras* a sus padres.
   la verdad
   los cuentos
   la historia
4. Ella le escribe *poemas románticas* a su novio.
   cartas largas
   textos
   correos electrónicos
5. El presidente de la compañía me da *dinero* para mi cumpleaños.
   los regalos
   unas vacaciones
   un viaje de ida y vuelta

C. Preguntas personales
With a partner, ask and answer the following questions. In your answers, use double object pronouns and answer with both forms (before conjugated verb and attached to infinitive or present participle).

MODELO:

¿Me vas a traer los lápices?
Sí, te los voy a traer.
Sí, voy a traértelos.

1. ¿Tus padres te van a pagar la matrícula?

2. ¿Quién tiene que pagarte el salario?

3. ¿Les vas a mandar cartas a tus padres?

4. ¿Quién está explicándote la gramática nueva?

5. ¿Quién te puede prestar su coche?

6. ¿Quién está dándoles el agua a los perros?

7. ¿A quién le quieres mandar textos?

8. ¿A quiénes les va a servir la comida los camareros?

9. ¿A quién le estás mostrando la foto?

10. ¿Tu amiga está mandándote textos durante clase?

D. Entrevista
First write 5 original questions that will elicit responses with double object pronouns. OJO: These questions must include a a verb that can be used with double object pronouns and the question should explicitly state the direct object. Then, take turns asking your questions and answering with double object pronouns.

1. _____

2. _____

3. _____

4. _____

5. _____

E. Repaso
Make sure that you understand and can do the following:

1. Do you understand the direct and indirect objects and their pronouns?
2. Do you know the options for placement of the pronouns?
3. Do you why you sometimes have to add a *tilde* to the infinitive or present participle?
4. Can you write original questions that elicit responses with double object pronouns?
5. Can you answer the following questions using double object pronouns?
    a. ¿Tus padres te prestan dinero?
    b. ¿Quién te manda flores?
    c. ¿A quién le vas a explicar la información?

Tarea:
Complete *5.5 Para Estudiar en Casa* and *5.5 Para Practicar en Casa*.

5.5: Para estudiar en casa

5.5 Learning Objectives:
a. To learn the form and function of AFFIRMATIVE informal commands
b. To learn the form and function of NEGATIVE informal commands
c. To learn to use informal commands with certain pronouns

Introduction:
For this lesson, we will focus on a new verb form, the commands (*los mandatos*). We will learn to use commands for *tú.* We will learn that there are some irregular forms. Also we will focus on using command forms with pronouns.

5.5.a. To learn the form and function of affirmative informal commands

What are command forms? Well, we use command forms all the time in everyday speech. When we fill out a form and someone says: "sign here", that is a command form. Notice how the subject is not specified in the example. The subject of most command forms is: "you". However, we do not normally use the subject pronoun.

Commands are known as the *imperative mood* (*el imperativo*) of speech. Using command forms does not mean that we are necessarily bossing people around. "Get out", "be good", "finish your homework" could be considered bossy, but "enjoy", "have fun", "eat at Joes" are also commands, but do not necessarily sound bossy.

There is a difference verb form (conjugation) for affirmative informal commands and negative informal commands. In this section, we will work on affirmative commands.

Most verbs, the affirmative command form is the same form as the third person singular form (*él*).

Infinitive / Third Person Form (*él*)	**Affirmative *tú* Command**	**English**
Hablar / Él **habla**.	¡**Habla**!	Speak!
Comer / Él **come**.	¡**Come**!	Eat!
Escribir / Él **escribe**.	¡**Escribe**!	Write!

MODELO:
Come verduras.
Abre tu libro.
Lee la historia.
Escribe en tu cuaderno.

Descansa un poco.
Juega con tu hermana.
Pide permiso para salir.

There are a few irregular affirmative *tú* commands. Many of them are related to verbs with irregular *yo* forms.

Infinitive	Irregular *yo* form	*tú* command (affirmative)
ir	voy	ve
ser	soy	sé
tener	tengo	ten
venir	vengo	ven
salir	salgo	sal
poner	pongo	pon
decir	digo	di
hacer	hago	haz

MODELO:
Haz tu tarea.
Di la verdad.
Sal a tiempo.
Ten cuidado.
Pon tus libros en tu mochila.
Ve a la escuela.
Ven a casa pronto.

5.5.b. To learn the form and function of negative informal commands

In English, the affirmative commands are the same form as the negative commands. This is not the case in Spanish; there is an affirmative command form and a negative command form when the subject is *tú*.

The negative command forms are a bit more complicated than the affirmative command forms, but most verbs follow the same pattern. The pattern is as follows:

Steps	Hablar	Comer	Escribir
1. Start with the *yo* form	hablo	como	escribo
2. Remove the "o" at the end	habl-	com-	escrib-
3. Switch the endings (ar➔er/ir) (er/ir➔ar)	hable	coma	escriba
4. Add "s"	hables	comas	escribas
5. Negate the form	No hables.	No comas.	No escribas.

It may appear that there are extra steps, that you could just remove the ending from the infinitive and not start with the *yo* form. However, it is important to begin with the *yo* form, because irregular *yo* forms (*tengo, pongo, hago*, etc.) and *yo* forms for verbs with stem changes (*perder, dormir, empezar*, etc.) are the root of many of the command forms (and other forms too). Here are some examples:

Steps	Venir	Cerrar	Dormir
1. Start with the *yo* form	vengo	cierro	duermo
2. Remove the "o" at the end	veng-	cierr-	duerm-
3. Switch the endings (ar➔er/ir) (er/ir➔ar)	venga	cierre	duerma
4. Add "s"	vengas	cierres	duermas
5. Negate the form	No vengas.	No cierres.	No duermas.

This may seem complicated, but if you always start with the *yo* form, the steps are the same for all verbs.

There are two irregular forms for informal commands that you must memorize:

Infinitive	Negative tú Command
ir	No vayas.
ser	No seas.

Lastly, there are some spelling changes that are required for negative commands of verbs ending in -car, -gar, and -zar. (Watch out! The *CarGarZar* is a Pokémon, who threatens those learning to conjugate Spanish verbs!). In 1.2 and 5.2, you learned that the sound of the letters C and G change depending on the vowel that follows them:

- C sounds like English **K** in CA, CO, and CU, but sounds like English **S** in CE and CI
- G sounds like English **G** in GA, GO, and GU, but sounds like English **H** in GE and GI.

In order to preserve the original sound of the verbs, we must make some changes to some command forms. Study the following *CarGarZar* verbs:

Steps	Buscar	Pagar	Almorzar
1. Start with the *yo* form	busco	pago	almuerzo
2. Remove the "o" at the end	busc-	pag-	almuerz-
3. Switch the endings (ar➔er/ir) (er/ir➔ar)	busce*	page*	almuerze*
*required change	busque	pague	almuerce
4. Add "s"	busques	pagues	almuerces
5. Negate the form	No busques.	No pagues.	No almuerces.

*Incorrect form

In short, when we switch the endings to form negative command forms (and other forms), we must make the following spelling changes:

Car	Gar	Zar
c ➔ qu	g ➔ qu	z ➔ c

MODELO:

No saques *tu Nintendo Switch.*
No toques *tu guitarra.*
No llegues *tarde.*
No pagues *la cuenta.*
No almuerces *con ella.*
No comiences *a gritar.*

5.5.c. To learn to use informal commands with certain pronouns

Now that you have learned the command forms, you need to know how to place certain pronouns. In general, the pronouns used with commands are direct and indirect object pronouns and the pronouns that are used with pronominal verbs (i.e. *levantar**se***).

With AFFIRMATIVE commands, pronouns are attached to the verbs. With double object pronouns, the order remains the same as other uses (indirect always first, followed by direct).

MODELO:

*Duérme**te**.*
*Cómpra**lo**.*
*Haz**lo**.*
*Pága**la**.*
*Míra**me**.*
*Escúcha**me**.*
*Mánda**melo**.*

Notes:
a) Unless the command is a single syllable word (pon, ten, haz, etc.), a *tilde* will be required to maintain the original pronunciation (stressed syllable) of the command form (hazlo).
b) With double object pronouns, even with single syllable commands, a *tilde* will always be required to maintain the original pronunciation of the command.

With NEGATIVE commands, pronouns always go before the command.

MODELO:

No **te** duermas.
No **lo** compres.
No **me lo** mandes.
No **se la** pagues.

5.5: Para practicar en casa

5.5 Learning Objectives:
a. To learn the form and function of AFFIRMATIVE informal commands
b. To learn the form and function of NEGATIVE informal commands
c. To learn to use informal commands with certain pronouns

A. Los mandatos
In the spaces provided, write the correct affirmative and negative command forms.

INFINITIVO	AFIRMATIVO	NEGATIVO
1. viajar	_____	NO _____
2. leer	_____	NO _____
3. subir	_____	NO _____
4. ser	_____	NO _____
5. recordar	_____	NO _____
6. perder	_____	NO _____
7. repetir	_____	NO _____
8. hacer	_____	NO _____
9. salir	_____	NO _____
10. ir	_____	NO _____

B. Los mandatos informales y con UN pronombre
Combine the following elements to form informal commands with pronouns.

MODELO:	AFIRMATIVO	NEGATIVO
Comer / la ensalada	Cóme**la.**	No **la** comas.
1. escribir / el ensayo	_____	
2. poner / la mesa	_____	
3. jugar / el juego	_____	
4. tocar / la guitarra	_____	
5. comenzar / la ceremonia	_____	
6. hacer / el trabajo	_____	
7. afeitarte	_____	
8. decir / la verdad	_____	

C. Los mandatos informales con DOS pronombres
Combine the following elements to form informal commands with pronouns.

MODELO:	**AFFIRMATIVO**	**NEGATIVO**
prestar / el dinero / a él	Prést**aselo**	No **se lo** prestes.
1. mandar / la carta / a mí		
2. recomendar / el plato / a él		
3. servir / la comida / a ellos		
4. entregar / la tarea / al profe		
5. pedir / ayuda / a tus padres		
6. cepillarte / el pelo		
7. explicar / los mandatos / a los estudiantes		
8. decir / la verdad / a tus amigos		
9. lavarte / las manos		
10. prestar / dinero / a nosotros		

5.5: Para practicar en clase

5.5 Learning Objectives:
a. To learn the form and function of AFFIRMATIVE informal commands
b. To learn the form and function of NEGATIVE informal commands
c. To learn to use informal commands with certain pronouns

A. Charadas (Charades)
Write 5 verbs associated with the daily routine below (usually prenominal verbs). Then, take turns giving commands and pretending to perform the action.

MODELO:
Lávate las manos. (partner pretends to wash hands)

1. _____
2. _____
3. _____
4. _____
5. _____

B. Una visita
Your classmate's best friend is here from out of town. Write 5 activities you recommend in Humboldt and 3 that you don't recommend. With a partner, take turns sharing these recommendations using command forms.

MODELO:

Recommended	Not recommended
Ve a la playa.	No gastes mucho dinero.

Recommended	Not recommended
1.	1.
2.	2.
3.	3.
4.	
5.	

C. Más práctica
Take turns forming the command forms for the following verbs. For each turn, say the affirmative and negative *tú* commands.

Infinitivo	Afirmativo	Negativo
practicar		
trabajar		
divertirse		
afeitarse		
pagarlo		
empezar		
ponerse		
venir		
servirla		

D. Más peticiones
Paso 1. Your best friend has a lot of requests. Take turns answering him or her with informal commands and object pronouns.

MODELO:
¿Puedo leer tu diario? (Sí) *Sí, léelo.*

1. ¿Puedo usar tu móvil (cell phone)? (Sí) _____
2. ¿Puedo pagar tus cuentas? (Sí) _____
3. ¿Puedo jugar tus videojuegos? (Sí) _____
4. ¿Puedo gastar tu dinero? (No) _____
5. ¿Puedo comer tu hamburguesa? (No) _____

E. Repaso
Make sure that you understand and can do the following:

1. Do you understand the forms and uses of the AFFIRMATIVE informal commands?
2. Do you understand the forms and uses of the NEGATIVE informal commands?
3. Do you know the placement of the pronouns when used with the informal commands?
3. Do you know why you sometimes have to add a *tilde* to imperative forms?
4. Can you answer the following questions using commands and pronouns?
    a. ¿Puedo tocar tu guitarra?
    b. ¿Puedo usar tu computadora?
    c. ¿Puedo ponerme tu ropa?

Tarea:
Complete *5.6 Para Estudiar en Casa* and *5.6 Para Practicar en Casa*.

5.6: Para estudiar en casa

5.6 Learning Objectives:
a. To learn the form and function of formal commands
b. To practice formal commands with certain pronouns

Introduction:
For this lesson, we will continue to work on command forms, only now we will focus on the formal commands (usted & ustedes). Fortunately, they are similar to what you have already studied. Also we will practice using formal commands with pronouns.

5.6.a. To learn the form and function of formal commands

The function of the formal commands is the same as the informal commands; the only difference is that, now, the subject (which is most often not specified with commands) is *usted* or *ustedes* instead of *tú*. Remember that in most of the Spanish-speaking world, *usted* is the plural for both *tú* and *usted*, so we are actually covering the formal singular, and formal AND informal plural commands (*ustedes*). If you need to review, we covered different ways to say "you" (*tú, vosotros, usted, & ustedes)* in section 1.3.

The forms of the formal commands are similar to the negative informal (*tú*) commnads. Basically, you follow the same steps, but you don't add the S.

Steps	Hablar	Comer	Escribir
1. Start with the *yo* form	hablo	como	escribo
2. Remove the "o" at the end	habl-	com-	escrib-
3. Switch the endings (ar➔er/ir) (er/ir➔ar)	hable	coma	escriba

If the subject is plural (*ustedes*), we add an N.

4. Add "N"	hablen	coman	escriban

With formal commands, the affirmative and negative commands are the same.

MODELO:
***Hablen**, pero **no hablen** inglés.*

Always remember to start with the *yo* form, so that you get the correct irregular or stem change forms.

Steps	Tener	Recordar	Pedir
1. Start with the *yo* form	tengo	recuerdo	pido
2. Remove the "o" at the end	teng-	recuerd-	pid-
3. Switch the endings (ar➔er/ir) (er/ir➔ar)	tenga	recuerde	pida

If the subject is plural (*ustedes*), we add an N.

4. Add "N"	tengan	recuerden	pidan

The same two verbs that are irregular in negative *tú* commands are irregular for formal commands.

Infinitive	Usted Command	Ustedes Command
ir	vaya	vayan
ser	sea	sean

As with the negative *tú* commands (See 5.5.b), you need to be aware of the *CarGarZar*:

Steps	Buscar	Jugar	Empezar
1. Start with the *yo* form	busco	juego	empiezo
2. Remove the "o" at the end	busc-	jueg-	empiez-
3. Switch the endings (ar ➔ er/ir) (er/ir ➔ ar)	busce*	juege*	empieze*
required change	busque	juegue	empiece

*Incorrect form

MODELO:

MAESTRO*:* ***Saquen*** *los libros, por favor.*
BEATRIZ*:* *Maestro, no* ***mire*** *mi trabajo, por favor.*
MAESTRO*:* *Chicos,* ***abran*** *los libros a la página 67.*
BEATRIZ*:* *Maestro,* ***hable*** *más despacio, por favor.*
MAESTRO*:* *No* ***empiecen*** *los ejercicios todavía,* ***esperen*** *por favor.*
BEATRIZ*:* *Maestra, no* ***grite****, por favor.*
MAESTRO*:* ***Vean*** *la pizarra y* ***busquen*** *sus nombres.* ***Trabajen*** *en las parejas asignadas.*

5.6.b. To practice formal commands with certain pronouns

Now that you have learned the formal command forms (and informal plural), you will learn to place certain pronouns. Fortunately, the placement of the pronouns is the same as the informal commands, attached to the positive command and before the negative command. Again, with command forms, we will mostly be using direct and indirect object pronouns and the pronouns that are used with pronominal verbs (i.e. *vestir**se***).

With affirmative commands, pronouns are attached to the verbs.

Usted	**Ustedes**
Búsquela.	Ábranlos.

Note:
A *tilde* will often be required to maintain the original pronunciation (stressed syllable) of the command form.

With negative commands, pronouns always go before the command.

Usted	**Ustedes**
No la busque.	No los abran.

With double object pronouns, the order remains the same as other uses (indirect always first, followed by direct).

Usted	**Ustedes**
Cánte**sela**.	Explíquen**selo.**
No **se la** compre.	No **se lo** expliquen.

Note:
With double object pronouns, a *tilde* will always be required to maintain the original pronunciation of the command.

5.6: Para practicar en casa

5.6 Learning Objectives:
a. To learn the form and function of formal commands
b. To practice formal commands with certain pronouns

A. Los mandatos
In the spaces provided, write the correct affirmative and negative command forms.

Infinitivo	**Usted**	**Ustedes**
trabajar	_____	_____
trabajar	no _____	no _____
creer	_____	_____
creer	no _____	no _____
servir	_____	_____
servir	no _____	no _____
jugar	_____	_____
jugar	no _____	no _____
almorzar	_____	_____
almorzar	no _____	no _____
decir	_____	_____
decir	no _____	no _____
hacer	_____	_____
hacer	no _____	no _____
ser	_____	_____
ser	no _____	no _____
oír	_____	_____
oír	no _____	no _____
ir	_____	_____
ir	no _____	no _____

B. Los mandatos formales y los pronombres
Combine the following elements to form formal singular and plural commands with pronouns.

MODELO:

	Afirmativo	**Negativo**
Hacer / la mesa	Hágala	No la haga.
1. mandar / el libro / a él		
2. mirar / al profesor		
3. hacer / las bebidas		
4. bañarse		
5. cepillarse / los dientes		
6. buscar / el número		
7. cerrar / la puerta		
8. abrir / la tienda		
9. vender / el carro		
10. pedir / los tacos		

C. Frases con imperativos
Complete the following sentences with command forms of the verbs indicated.

1. En la primavera, (salir - ustedes) _____ a oler las flores.
2. En el otoño, (llevar - usted) _____ un suéter.
3. En el invierno, (jugar - ustedes) _____ en la nieve.
4. En el verano, (nadar - usted) _____ en la playa.
5. Cuando hace frío, (estar - usted) _____ preparado.
6. Cuando hace calor, (ir - ustedes) _____ al parque con amigos.
7. Cuando practiquen las artes marciales, (tener - ustedes) _____ cuidado.
8. Cuando juegue un deporte, (ser - usted) _____ justos (fair).
9. Para el cumpleaños de su novi@, (darle - usted) _____ muchos regalos.
10. El Día de Acción de Gracias, (comer - ustedes) _____ mucho.

5.6: Para practicar en clase

5.6 Learning Objectives:
a. To learn the form and function of formal commands
b. To practice formal commands with certain pronouns

A. Una visita
Your classmate's best friends are here from out of town. Write 5 activities you recommend that they do in Humboldt and 3 that you don't recommend. With a partner, take turns sharing these recommendations using command forms.

MODELO:

Recommended	Not recommended
Vayan al bosque.	No se pierdan.

Recommended	Not recommended
1.	1.
2.	2.
3.	3.
4.	
5.	

B. Más práctica
Take turns writing and saying the formal command forms for the following verbs. For each turn, write and say the affirmative and negative *formal* commands.

Infinitivo	Afirmativo	Negativo
leermelo		
ducharse		
mandarselo		
hacerlo		
ser		
vestirse		
ir		
explicarmelo		
pedirla		

C. Más peticiones
Paso 1. Your roommate's mother has a lot of requests. Take turns answering her with formal commands and object pronouns.

MODELO:
¿Puedo tocar tu guitarra? (Sí) *Sí, tóquela.*

1. ¿Puedo usar tu computadora? (Sí) _____
2. ¿Puedo lavar tu ropa? (Sí) _____
3. ¿Puedo ver tus notas? (No) _____
4. ¿Puedo cocinar la cena? (Sí) _____
5. ¿Puedo hacer tu cama? (No) _____
6. ¿Puedo comprarte más vitaminas? (Sí) _____
7. ¿Puedo preparar tu sandwich? (Sí) _____
8. ¿Puedo jugar tus videojuegos? (Sí) _____
9. ¿Puedo ponerme tu chaqueta? (No) _____
10. ¿Puedo ir a tu clase? (No) _____

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand the forms and uses of the formal commands?
2. Do you understand that *ustedes* can also be used for informal plural?
3. Do you know the placement of the pronouns with the formal commands?
3. Do you why you sometimes have to add a *tilde* to imperative forms?
4. Can you provide the affirmative and negative formal commands (singular and plural) for the following?
    a. buscarlo
    b. afeitarse
    c. explicarmelo

Tarea:
Complete *5.7 Para Estudiar en Casa* and *5.7 Para Practicar en Casa*.

5.7: Para estudiar en casa

5.7 Learning Objectives:
a. To learn about past tenses and to acquire related vocabulary
b. To learn the preterit forms of regular verbs
c. To learn the preterit forms of some important irregular verbs

Introduction:
5.7 will be a preview of one of the main topics of Spanish II, the past tenses. We will begin by looking at some past tense expressions and seeing how they are different conjugations, but can often be used interchangably *in English*. We will focus on one of the tenses, the preterit (*el pretérito*). We will learn the regular preterit conjugations and some important irregular ones.

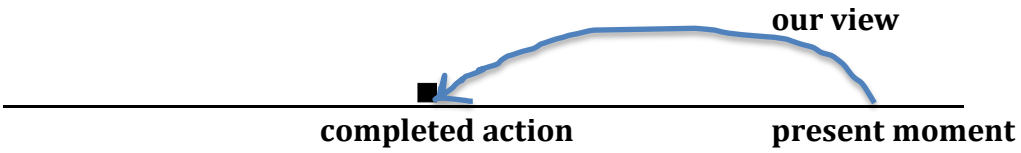
5.7.a. To learn about past tenses and to acquire related vocabulary

Here are some examples of past tenses in English:

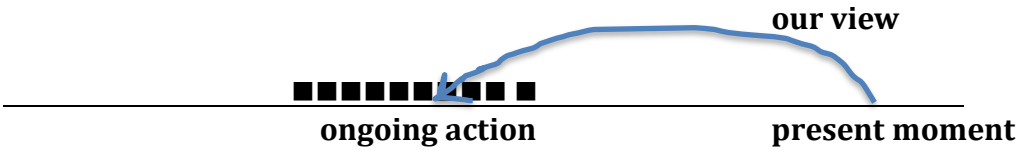
1. I **went** to the store.
2. When I **was going** to the store, I saw my friend.
3. I **used to go** to the store and I would buy Peanut M&Ms.
4. I **have gone** to the store today.

Each one of these examples represents a different way of viewing past actions. Although all of these refer to the past, the way that we view them (communicate them and interpret them) is slightly different.

1. I **went** to the store.
The first example represents a simple **completed action** in the past. We might visualize this with a timeline and our view towards the past arriving at the end of an action. This is called a preterit action (viewed as complete).

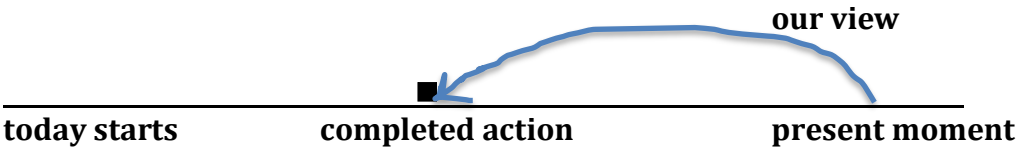


2. When I **was going** to the store, I saw my friend.
The second example represents an **ongoing action** at the moment in the past that we are referencing. We might visualize this with a timeline and our view towards the past arriving sometime during the action. This is called an imperfect action (viewed as not yet complete).



3. I **used to go** to the store and I would buy peanut M&Ms.
The third example represents a **repeated action** (or habitual action) in the past. We might visualize this with a timeline and our view towards the past arriving sometime in a pattern of repeated actions. This is also an imperfect action (viewed as not yet complete).

4. I **have gone** to the store today.
The fourth example represents a **recent completed action** within a specific time reference. We might visualize this with a timeline and our view towards the past arriving at a completed action sometime within the specific time frame (in this case, "today"). This is called a present perfect action (completed recently in relation to the present).



In Spanish, just like in English, each one of these examples is expressed with a different verb conjugation. In English, however, some of the examples are interchangeable (i.e. using preterit forms (conjugations) to express ongoing or repeated actions).

In the following sections of this lesson, we will be learning conjugations of the preterit (*el pretérito*).

Here is some important vocabulary to use with the past tenses.

Spanish	English
ayer, anteayer	yesterday, the day before yesterday
anoche	last night
el lunes (martes, etc.) pasado	last Monday (Tuesday, etc.)
la semana pasada	last week
el fin de semana pasado	last weekend
el año (mes) pasado	last year (month)

5.7.b. To learn the preterit forms of regular verbs

Now let's focus on the forms of the conjugations. Here are the endings for regular -AR, -ER, and -IR verbs.

Subject Pronoun	-AR	-ER & -IR
yo	-é	-í
tú	aste	-iste
él, ella, usted	ó	-ió
nosotros	-amos	-imos
vosotros	-asteis	-isteis
ellos, ellas, ustedes	-aron	-ieron

Notes:

- Preterit conjugations of -ER and -IR verbs are exactly the same.
- All conjugations of first person singular (*yo*) and third person singular (*él, ella, usted*) require *tildes*, except for monosyllable conjugations, like *vi* and *vio*.
- The present tense and preterit tense of regular -AR and -IR verbs are the same, but the difference is clear from the context of the sentence.
- -AR and -ER stem changing verbs do not have a stem change in the preterit (p**e**nsar, p**ie**nsan, p**e**nsaron), but some -IR stem changing verbs do (you'll study them in Spanish II).
- First person (*yo*) preterit conjugations for *CarGarZar* verbs have the same spelling changes as the command forms *(busqué, pagué, almorcé*); the pronunciation is different as indicated by the *tilde*.
- An unstressed *I* between two vowels becomes a *Y* (leer ➔ leieron ➔ leyeron)

Subject Pronoun	HABLAR	COMER	VIVIR
yo	hablé	comí	viví
tú	hablaste	comiste	viviste
él, ella, usted	habló	comió	vivió
nosotros	hablamos	comimos	vivimos
vosotros	hablasteis	comisteis	vivisteis
ellos, ellas, ustedes	hablaron	comieron	vivieron

MODELO:

*Ayer, **vi** a mi hermana. **Almorcé** con ella y le **conté** la historia de mi amiga, Marta. Marta **estudió** español conmigo. **Se graduó** de la universidad en 2004. Después **buscó** trabajo como maestra. **Vivió** en San Diego y después **se mudó** a Los Ángeles. Me **llamó** la semana pasada para decirme que **se casó** con su novio. Le **mandé** un regalo y una carta. En la carta, **escribí** mis recuerdos de ella. **Aprendí** mucho de ella y me **ayudó** mucho. Una vez, **leyó** mi trabajo escrito para una clase y **encontró** todos mis errores. Mi hermana no **conoció** a Marta, pero ahora quiere conocerla.*

5.7.c. To learn the preterit forms of some important irregular verbs

There are several irregular forms of the preterit conjugations in Spanish. You will study most of them in Spanish II. There are, however, some common verbs that will be presented now. We will start with IR, SER and DAR.

Subject Pronoun	IR & SER	DAR
yo	fui	di
tú	fuiste	diste
él, ella, usted	fue	dio
nosotros	fuimos	dimos
vosotros	fuisteis	disteis
ellos, ellas, ustedes	fueron	dieron

Notes:

- IR and SER have the same preterit conjugations, but the difference between IR and SER will always be obvious by the context. (*fui* and *fue* do not have tildes, because they are monosyllable words).
- Although DAR is an -AR verb, the preterit conjugations are the same as an -ER or -IR verbs (*di* and *dio* do not have tildes, because they are monosyllable words).

Some verbs in Spanish have a special stem for the preterit tense.

Infinitive	Special Preterit Stem
estar	estuv-
decir	dij-
hacer	hic-
poder	pud-
poner	pus-
querer	quis-
tener	tuv-
traer	traj-
venir	vin-

The preterit endings for these verbs are different than the regular preterit endings. They are all the same, regardless of whether they are -AR, -ER, or -IR verbs.

Subject Pronoun	Endings for Verbs with Special Stems in the Preterit
yo	-e
tú	-iste
él, ella, usted	-o
nosotros	-imos
vosotros	-isteis
ellos, ellas, ustedes	-ieron

Notes:

- If the special preterit stem ends in the letter *J* (i.e. dij-, traj-, etc.), the letter *I* of the third person plural is dropped (*dijeron, trajeron*, etc.)
- The special preterit stem for *HACER* changes to hiz- for the third person singular (*él, ella, usted*) conjugation.
- There are no *tildes* for these conjugations

Study and practice saying the following preterit conjugations out loud.

ESTAR	DECIR	HACER	TENER	VENIR
estuve	dije	hice	tuve	vine
estuviste	dijiste	hiciste	tuviste	viniste
estuvo	dijo	hizo*	tuvo	vino
estuvimos	dijimos	hicimos	tuvimos	vinimos
estuvisteis	dijisteis	hicisteis	tuvisteis	vinisteis
estuvieron	dijeron*	hicieron	tuvieron	vinieron

*Please review the notes above.

MODELO:

*Ayer **estuve** con mis primos. **Fuimos** de compras al centro comercial. **Tuve** que comprar muchos regalos para mi familia. En la tienda Marshalls, le **compré** una blusa a mi mamá. En la tienda Zara, le **busqué** un cinturón a mi padre, pero no **encontré** uno adecuado. **Almorzamos** en Chili's antes de ir al cine. **Vimos*** Terminator 6 *y nos **gustó** mucho. En la tarde, **fui** a la casa de mi amigo, Max. **Hizo** un pastel y lo **llevamos** a la casa de Jessica. **Comimos** pastel y **salimos** a bailar. **Fuimos** a la mejor discoteca de Arcata. Después de un día muy ocupado, **regresamos** a la casa de Max. De sorpresa, Max **decidió** pedirle la mano de Jessica en matrimonio y ella le **dijo**: "sí".*

5.7: Para practicar en casa

5.7 Learning Objectives:
a. To learn about past tenses and to acquire related vocabulary
b. To learn the preterit forms of regular verbs
c. To learn the preterit forms of some important irregular verbs

A. Los verbos regulares en el pretérito
Conjugate these regular verbs in the preterit.

1. Andrea _____ (visitar) a su familia el fin de semana pasado.
2. Juan y Sergio _____ (bailar) mucho en la fiesta del sábado pasado.
3. Nosotras _____ (escuchar) música anoche.
4. La semana pasada ellos _____ (volver) temprano de su viaje.
5. En clase ayer, yo _____ (entender) toda la lección.
6. ¿Tú _____ (correr) el maratón?
7. Ayer Angélica _____ (salir) con sus amigas.
8. Mi mejor amigo _____ (escribir) un poema romántico para su novia.
9. Ayer la tienda _____ (abrir) a las nueve de la mañana.
10. Mi padre _____ (trabajar) para un periódico.

B. Los verbos irregulares en el pretérito
Conjugate these irregular verbs in the preterit.

1. Nosotros _____ (ir) a ver el partido de fútbol el domingo pasado.
2. Mis amigos me _____ (decir) que van a viajar durante las vacaciones.
3. Anoche, ¿dónde _____ (estar - tú) antes de llegar a casa?
4. ¿Qué _____ (hacer) tus amigos el fin de semana pasado?
5. Ayer yo _____ (ir) a la playa para jugar al voleibol.
6. El año pasado tú _____ (tener) mucha suerte.
7. ¿Dónde _____ (poner - tú) mis llaves?
8. El profesor _____ (decir) que hay una prueba mañana.
9. Los estudiantes _____ (venir) a clase a tiempo esta mañana.
10. Mis padres me _____ (dar) dinero para esquiar en la Sierra Nevada.

C. Los verbos pronominales en el pretérito.
Cambia estos verbos del presente al pretérito.

MODELO:

Ella se levanta a las ocho. Esta mañana, ella se levantó a las ocho.

1. Cristina se despierta a las siete.

Cristina _____ a las siete.

2. Javier se cepilla los dientes dos veces al día.

Javier _____ los dientes dos veces ayer.

3. Roberto se ducha por la mañana.

Roberto _____ por la mañana el domingo pasado.

4. José Luis se viste rápidamente.

José Luis _____ rápidamente antes de clase hoy.

5. Carla y Rosa se ponen ropa muy elegante.

Carla y Rosa _____ ropa muy elegante ayer para la boda.

6. Felipe se afeita todos los días.

Felipe no _____ la semana pasada.

7. Típicamente, nosotros nos acostamos a las once de la noche.

Anoche, nosotros _____ a las once de la noche.

8. Los viernes por la noche, tú te diviertes con tus amigos.

El viernes pasado por la noche, tú _____ con tus amigos.

9. Siempre me lavo las manos antes de comer.

El lunes pasado no _____ las manos antes de comer.

10. Normalmente me siento enfrente de la clase.

Ayer, _____ detrás de la clase.

D. ¿Qué hice ayer?
Escribe 10 cosas que tú hiciste ayer (3-4 en la mañana, 3-4 en la tarde y 3-4 en la noche).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

5.7: Para practicar en clase

5.7 Learning Objectives:
a. To learn about past tenses and to acquire related vocabulary
b. To learn the preterit forms of regular verbs
c. To learn the preterit forms of some important irregular verbs

A. Entrevista
Con un compañero, pregunta y contesta las siguientes preguntas.

1. ¿Qué hiciste ayer?
2. ¿Asististe a clase el lunes pasado?
3. ¿Llamaste a tus padres el fin de semana pasado?
4. ¿Viajaste mucho el año pasado?
5. ¿Qué compraste en Amazon el mes pasado?
6. ¿Te cepillaste los dientes esta mañana?
7. ¿Saliste con tus amigos el sábado pasado?
8. Anteayer, ¿qué comiste?
9. ¿Qué recibiste para tu último cumpleaños?
10. ¿Adónde fuiste ayer?

B. Preguntas personales con pronombres
Pregúntense y contesten las siguientes preguntas usando los pronombres apropiados.

MODELO

¿Tocaste la guitarra? *Sí, la toqué.*

1. Ayer ¿hiciste la tarea?
2. ¿Compraste el libro de texto?
3. ¿Conociste a la presidenta de la universidad?
4. ¿Comiste la cena ayer?
5. El mes pasado, ¿pagaste tus cuentas?
6. ¿Te cepillaste los dientes esta mañana?
7. El domingo pasado, ¿viste el partido de fútbol?
8. ¿Aprendiste las conjugaciones del pretérito?
9. ¿Te cepillaste los dientes esta mañana?
10. Anteayer, ¿le mandaste un texto a tu mejor amigo?

C. ¿Qué hicimos ayer?

Paso 1: yo

Conjuga los siguientes verbos en el pretérito para la primera persona singular (yo). Add additional information and connectors to narrate your day.

MODELO:

despertarse Me desperté a las seis y media. Después....

1. levantarse
2. lavarse la cara
3. cepillarse los dientes
4. ir a la cocina
5. tomar un poco de café
6. preparar el desayuno
7. desayunar
8. ducharse
9. vestirse
10. salir de la casa
11. llegar al trabajo
12. almorzar
13. terminar de trabajar
14. cenar con los amigos
15. regresar a casa
16. ver un poco de televisión
17. cepillarse los dientes
18. ponerse las pijamas
19. acostarse
20. leer por 10 minutos antes de dormirse

Paso 2: tú

Conjuga los mismos verbos en el pretérito para la segunda persona singular (tú).

MODELO:

despertarse Te despertaste a las seis y media. Depués...

Paso 3: ella

Conjuga los mismos verbos en el pretérito para la tercera persona singular (ella).

MODELO:

6:30 despertarse Se despertó a las seis y media. Depués...

Paso 4: nosotros

Conjuga los mismos verbos en el pretérito para la primera persona plural (nosotros).

MODELO:

6:30 despertarse Nos despertamos a las seis y media. Depués...

Paso 5: ellos

Conjuga los mismos verbos en el pretérito para la tercera persona plural (ellos).

MODELO:

6:30 despertarse Se despertaron a las seis y media. Depués...

D. Repaso
Make sure that you understand and can do the following:

1. Do you understand uses of the preterit?
2. Do you know how to conjugate regular verbs in the preterit?
3. Do you know how to conjugate some irregular verbs in the preterit?
4. Do you know the placement of the pronouns when used with the preterit?
5. Can you answer the following questions using object pronouns when appropriate?
    a. ¿Tocaste la guitarra?
    b. ¿A qué hora te acostaste anoche?
    c. ¿Qué cenaste ayer?

Tarea:
Complete *5.8 Para Estudiar en Casa* and *5.8 Para Practicar en Casa*.

5.8: Para estudiar en casa

4.8 Learning Objectives:
a. To experience Spanish language through a popular song
b. To review what you learned in 5.1 - 5.8

Introduction:
For this section, you will listen to a popular Spanish language song and review topics covered throughout this chapter.

5.8.a. To experience Spanish language through a popular song

Watch this video: Bailando. Pay close attention to the lyrics. Have you heard this song before? Do you know any other songs by this artist?

5.8.b. To review what you learned in 5.1 - 5.8

Here is the complete list of chapter 5 learning objectives. Review each one carefully. You should understand the content of each one. If you are not confident that you understand and are able to perform each objective, go back and carefully review the explanations.

5.1 Learning Objectives:
- a. To acquire vocabulary related to months and holidays
- b. To learn vocabulary related to seasons and weather
- c. To practice vocabulary related to sports and recreational activity

5.2 Learning objectives:
- a. To correctly pronounce the sounds of the letters C and G
- b. To understand the sounds of the letter R
- c. To practice the sounds of the letter X and review other letters

5.3 Learning objectives:
- a. To learn about the prepositional pronouns and their function
- b. To learn about the indirect object and the indirect object pronoun
- c. To learn the present tense conjugations and uses of the verbs *dar* and *decir*

5.4 Learning objectives:
- a. To review direct and indirect objects and their pronouns
- b. To learn to use double object pronouns (direct and indirect together)
- c. To understand placement options of double object pronouns

5.5 Learning objectives:

a. To learn the form and function of AFFIRMATIVE informal commands
b. To learn the form and function of NEGATIVE informal commands
c. To learn to use informal commands with certain pronouns

5.6 Learning objectives:

a. To learn the form and function of formal commands
b. To practice formal commands with certain pronouns

5.7 Learning objectives:

a. To learn about past tenses and to acquire related vocabulary
b. To learn the preterit forms of regular verbs
c. To learn the preterit forms of some important irregular verbs

5.8 Learning objectives:

a. To experience Spanish language through a popular song
b. To review what you learned in 5.1 - 5.8

5.8: Para practicar en casa

5.8 Learning Objectives:
a. To experience Spanish language through a popular song
b. To review what you learned in 5.1 - 5.8

A. Comprensión de la canción

1. Listen to the song again and focus on the vocabulary. Write down any words that you can identify but may not know and then look them up in a dictionary. Write down words and phrases that you know.

Vocabulary that I don't know	Words/Phrases that I know

2. What do you think the song is about?

5.8: Para practicar en clase

5.8 Learning Objectives:
a. To experience Spanish language through a popular song
b. To review what you learned in 5.1 - 5.8

A. La canción
Listen to the song as your instructor plays it for the class. Try to fill in the missing words from the lyrics.

Bailando
by Enrique Iglesias

Yo _____ miro y _____ corta la respiración
Cuando tú _____ miras _____ sube el corazón
(Me palpita lento el corazón)
Y en un silencio tu mirada dice mil palabras
La noche en la que _____ suplico que no salga el sol

(Bailando, bailando, bailando, bailando)
Tu cuerpo y el mío llenando el vacío
Subiendo y bajando (subiendo y bajando)
(Bailando, bailando, bailando, bailando)
Ese fuego por dentro _____ va enloqueciendo
_____ va saturando

Con tu física y tu química también tu anatomía
La cerveza y el tequila y tu boca con la mía
Y ya no puedo más (ya no puedo más)
Ya no puedo más (ya no puedo más)
Con esta melodía, tu color, tu fantasía
Con tu filosofía _____ esta vacía
Y ya no puedo más (ya no puedo más)
Ya no puedo más (ya no puedo más)

Yo quiero _____, _____
_____, _____
Una noche loca (una noche loca)
Ay besar tu boca (y besar tu boca)
Yo quiero _____, _____
_____, _____ una noche loca
Con tremenda nota
(Ooooh, ooooh, ooooh, ooooh)

B. New Lyrics
With a classmate, write new lyrics to replace the line that starts with "Yo quiero". Just replace the verbs with other verbs. Then, compare with your classmates' lyrics.

Yo quiero _____ contigo, _____ contigo,
_____ contigo, _____ contigo.

C. Entrevista
With a classmate, ask and answer the following questions.

1. ¿Qué deportes practicas?
2. ¿Qué te gusta hacer cuando llueve?
3. ¿Cuál es tu estación favorita? ¿Por qué?
4. ¿Cuál es la fecha de hoy?
5. ¿Les dices mentiras a tus amigos?
6. ¿Quién te presta dinero?
7. ¿A quién le vas a recomendar esta clase?
8. ¿Qué hiciste ayer?
9. ¿A qué hora viniste a la universidad hoy?
10. ¿A dónde fuiste el fin de semana pasado?

D. Repaso
Practice the following with a partner.

1. ¿Qué tiempo hace?
Based on what is being worn, what's the weather?

1. Los niños llevan un abrigo, unos guantes, y una bufanda. _____
2. Llevas un traje de baño y chanclas. _____
3. Llevas un impermeable. _____
4. Llevo unos jeans y un suéter. _____
5. Lleváis pantalones cortos y una camiseta. _____

Answer the questions using complete sentences.

6. ¿Qué tiempo hace ahora? _____
7. ¿Qué tiempo hace en el verano? _____
8. ¿Qué tiempo hace en el invierno? _____
9. ¿Cuál es la fecha del Día de San Valentín? _____
10. ¿Cuál es la fecha del Día de Acción de Gracias? _____

2. Otro trabalengua
Read this tongue twister out loud with a partner. Be sure to roll the Rs. Which of you can say it faster without mistakes? Who in the class can read it fastest without mistakes?

Rosa Rizo reza en ruso,
en ruso reza Rosa Rizo.

3. Los pronombres del complemento directo y del complemento indirecto
With a partner, ask and answer the following questions. Be sure to use double object pronouns in your responses.

1. ¿Le entregas la tarea al profesor?
2. ¿Quién te presta dinero?
3. ¿A quién le mandas flores?
4. ¿Tus padres te compran regalos?
5. ¿Quién te escribe poemas románticos?
6. ¿A quién le prestas tu carro?
7. ¿La profesora les explica la gramática a los estudiantes?
8. ¿Quiénes le piden ayuda al profesor?
9. ¿A quién le recomiendas tu libro favorito?
10. ¿Quién te sirve la cena?

4. Los mandatos
In the spaces provided, write the correct affirmative and negative command forms.

Infinitivo	**Tú**	**Usted**	**Ustedes**
hablar	_____	_____	_____
hablar	no _____	no _____	no _____
comer	_____	_____	_____
comer	no _____	no _____	no _____
venir	_____	_____	_____
venir	no _____	no _____	no _____
ser	_____	_____	_____
ser	no _____	no _____	no _____
buscar	_____	_____	_____
buscar	no _____	no _____	no _____

almorzar	_____	_____	_____
almorzar	no _____	no _____	no _____
pagar	_____	_____	_____
pagar	no _____	no _____	no _____
ir	_____	_____	_____
ir	no _____	no _____	no _____
dormirse	_____	_____	_____
dormirse	no _____	no _____	no _____
casarse	_____	_____	_____
casarse	no _____	no _____	no _____

5. El pretérito
Fill in the blanks with the correct form of the preterit according to the context.

El día que _____ (ir - nosotros) a Santiago de Compostela, _____ (despertarse - yo) muy temprano. _____ (comer) rápidamente y _____ (salir) para el Centro de Idiomas. Nosotros _____ (llegar) a las 8 de la mañana. _____ (Esperar) hasta las 8:20, pero Juan no _____ (llegar). Nosotros lo _____ (llamar) pero no _____ (contestar). A las 9, Juan _____ (llamar) al profesor. Le _____ (decir) que su alarma no _____ (funcionar) y por eso _____ (perder) el autobús.

El autobús _____ (parar) en la villa de Cebreiro. Nosotros _____ (ver) un paisaje espectacular. _____ (Llegar) a Santiago de Compostela a la 1. _____ (Pasar) por el centro histórico y el exterior de la catedral con todas las plazas. _____ (Almorzar) en diferentes restaurantes y cafés.

A las 4 _____ (entrar) a la catedral y _____(subir) hasta las cubiertas (roof) para ver toda la ciudad. Desde allí, nosotros _____ (ver) a Juan. Él _____ (decidir) ir solo hasta Santiago de Compostela.

Tarea:
Continue to review in order to be prepared for the Chapter 5 / Final Assessment.

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-Dr. Susan Rubio, Professor of Spanish Studies and Chairperson of the Department of Languages and Cultures at Molloy College.

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